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ABSTRACT

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes the philosophy and goals of reading instruction, organization and methods, schedule, class record sheet, group informal inventories, basic principles, guided reading lessons, secondary individual developmental reading program, pupil evaluation, and basic reading skills. The material in the main body of the guide is presented in four columns: objectives, content, learning experiences, and aids for instruction and evaluation. Appendixes include an informal hearing capacity test, informal silent reading test, informal oral reading test, probable cause of reading difficulties, a summary of reading skills, teacher's evaluation of his own teaching, reading questionnaire, context clues in reading, and getting meaning from context. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives and learning experiences are listed in detail. INSTRUCTIONAL MATERIALS: detailed information is given in the column on aids for instruction and evaluation, and there is also a bibliography of professional references. STUDENT ASSESSMENT: The principles of evaluation are set out in the introductory material and tests are included in the appendixes. (MBM)

ED050051

Supplement Number Two

ENGLISH LANGUAGE ARTS CURRICULUM GUIDE

A Guide for the Development of Reading and Study Skills

READING, GRADES 7-12

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Gary, Indiana

Revised 1967

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Special thanks and appreciation for help in the preparation of this guide are extended to Lily Yonan and the secretarial staff. The typing was done by Lillian Key.

Procedure

The English Department Representative Committee meets monthly to review the curriculum and to recommend developments needed to improve instruction. Some of the recommendations require the services of special committees. After an extended exploration of a variety of materials that might be helpful for teachers, the committee decided to initiate the development of a series of supplements to the Language Arts Curriculum Guide. Most of the work on the four areas developed initially -- Composition, Grammar, Literature, and Reading -- was done by a special committee during the summer of 1962, and four separate booklets were issued to teachers. These supplemental guides, being reissued, now incorporate the suggestions made by teachers of English.

Although the department representative committee and supervisory personnel seek to provide leadership in this ongoing program, the participation of all English teachers is recognized as the main source of strength in the preparation and use of the materials. It should be noted also that the continued support of the administrative staff facilitates the development of a strong program of instruction in the language arts.

F O R E W O R D

By means of reading, writing, speaking, and listening the individual attains self-realization. The world communicates with him, and he with the world, to the end that he may learn. Skill in the language arts enables him to develop as a person, increasing his own resources, as well as enabling him to understand other human beings and his environment. In a democracy our educational goal is to provide maximum opportunities for individual development within the environmental context.

Present-day demands upon the individual for skill in communicating are greater, and more complex, than ever before. The well-being of the nation and peaceful relationships between nations also depend upon the mutual understandings brought about by effective communication. Teachers of English and speech are aware of the significance of their task.

The responsibility of the schools for teaching the language arts and communication skills is met by activities in reading, writing, speaking, and listening. The learning of these skills by students is developmental and incremental throughout the secondary years.

Teachers of the language arts are to be commended for having assumed their responsibility so well in the past, and for continuous progress. They have developed several guides in order to define goals, specify content, suggest learning activities, list materials, and clarify evaluative devices.

The guides introduced in 1962 are in composition, reading, grammar, and literature for Regular English. These have been revised and, in addition, guides have been developed for Speaking and Listening and for Special English, Grades 7-12. The committees which have prepared these guides request that they be improved by the contributions of teachers who use them.

These projects demonstrate the professional sincerity of the teachers of English and reading and promise much to benefit the secondary students in the Gary public schools.

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P R E F A C E

In line with the present need for mature readers, Gary is extending its Secondary English Curriculum to include an emphasis on developmental reading. This material on READING IN JUNIOR AND SENIOR HIGH SCHOOL was prepared as a guide for sequential development of reading and study skills from grade to grade. The elementary school lays the foundation for reading, but the complex skills needed to achieve maturity in reading must be taught in the junior and senior high school.

Planned instruction and practice in increasingly difficult interpretations is a definite part of the upper grade curriculum in order to maintain skills learned previously and to develop techniques for applying them to more complex material.

The major purposes for reading at all grade levels are:

1. To aid scholastic success
2. To aid personal and social adjustment
3. To gain information
4. For recreation and enjoyment

A basic developmental reading program provides instruction at appropriate levels to improve:

1. Vocabulary development
   a. Word recognition
   b. Word meaning
2. Comprehension skills
   a. Factual
   b. Critical
3. Flexibility or rate
4. Study skills
5. Oral expression

Many teachers have contributed to the revision of this guide by supporting its philosophy and by continuing to emphasize good reading techniques in the classrooms. Thanks to these teachers and to Mr. Bernard T. Shirk, English Consultant, who co-operated on the final form.

As teachers use and react to this guide, it is hoped that they will make suggestions to improve its usefulness.

Edith Janes
Reading Consultant

READING IN JUNIOR AND SENIOR HIGH SCHOOL

T-A-B-L-E O-F C-O-N-T-E-N-T-S

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READING IN JUNIOR AND SENIOR HIGH SCHOOL

Philosophy and Goals

Reading is defined as getting thought from the printed page. The understandings each pupil receives from a selection depend upon his experiential background, his maturity level, his reading ability, and his mental ability.

William S. Gray stated several years ago as part of his Criteria for a Sound Reading Program[1], that a valid reading program is continuous between the elementary and secondary schools and moves forward progressively and in harmony with child growth and interest. The statement is just as true now as it was then.

"An analysis of current basic aims of teaching reading shows that they may be divided into two groups. The first includes those shared jointly by the reading period and the various curriculum fields. Because of their nature, they determine to a larger extent the broader outcomes of instruction in reading. At least six such aims may be broadly identified:

1. To arouse keen interest in learning to read.
2. To promote increased efficiency in both silent and oral reading.
3. To extend and enrich experiences and to satisfy interests and needs.
4. To cultivate strong motives for and permanent interest in reading.
5. To elevate tastes in reading and to promote discrimination in selecting books, magazines, and newspapers to read.
6. To acquaint pupils with the sources and values of different kinds of reading material and to develop ability to use them critically and intelligently.

[1]Forty-Seventh Yearbook of the National Society for Study of Education, Part II, Reading in High School and College. Bloomington, Illinois: Public School Publishing Company, 1948.

The second group includes those aims that are concerned more directly with the development of fundamental attitudes and habits and that help to distinguish the functions of the reading period from those of the various content areas. They may be defined as follows:

1. To provide for the continuous, orderly and economical development of fundamental attitudes and habits involved in efficient silent reading and good oral reading. This aim also includes the systematic study of the progress of pupils in reading and the provision of corrective and remedial instruction as needed, adapted to their needs.

2. To aid in promoting the development of the attitudes, habits, and skill common to study situations in the various curricular fields. Frequently, the motives for such training arise in connection with study activities in which pupils engage. Not infrequently, the needs of the pupils in the different curricular fields are anticipated and provided for during the reading period, in order that pupils may participate in essential reading activities at a higher level of learning."[1]

Few pupils completing sixth grade read well enough to master high school and college subjects. They are not mature enough to understand such complex reading skills, many of which they do not need until they reach secondary school. The skills and appreciations which pupils learn in the elementary school need to be further developed and extended. Teachers of some classes will need to review elementary skills as a basis for instruction in more advanced studies.

The book, English Language Arts in the Secondary Schools,[2] states that if secondary teachers "are to fulfill their responsibilities in the developmental reading program, they must be aware" of the following facts:

1. There is a wide range of ability in reading in any secondary class.
2. Reading skills differ from subject to subject. Differing materials and purposes for reading from class to class impose different reading demands.
3. New and more complex reading demands are made upon students at each level of the school.

[1]National Society for the Study of Education, The Teaching of Reading, 36th Yearbook, Part I. Bloomington, Illinois: Public School Publishing Company, 1937. pp. 66-67.

[2]National Council of Teachers of English, The English - Language Arts in the Secondary School. New York: Appleton-Century-Crofts, 1956.

A sound reading program is flexible and can be adjusted at each level of advancement to wide variations in the characteristics and the needs of pupils. The reading program should provide:

1. Developmental reading at each grade level to maintain skills previously learned and to develop techniques for using them in increasingly complex material. Each classroom teacher is responsible for teaching the vocabulary and the types of reading required for the specific subject matter. For example: the homemaking teacher instructs her pupils in the reading skill of following directions when she shows them how to read a dress pattern.

2. Individual diagnostic work for retarded readers of average and above-average ability.

3. Special classes for pupils with low ability whose needs cannot be met within the regular classroom.

4. Special classes for upper classmen to improve rate and depth of reading especially needed by college-bound pupils.

To meet these goals, the entire faculty must cooperate to analyze needs to provide appropriate reading instruction for slow, retarded, average, and accelerated readers. For example, a ninth grader who is able to read ninth grade material may study for hours to prepare his lessons, when some instruction in study skills and in rate improvement would reduce the amount of required study time, improve his knowledge and understanding, and incidentally raise his academic grades. Possibly this ninth grader has eleventh grade ability and could develop into an accelerated pupil.

ORGANIZATION AND METHODS

The knowledge of the range of abilities and achievements of the pupils in the class is essential to the teacher. For example, it is important to remember the specific needs of the slow learners who require patience on the part of the teacher in developing a skill step by step, and in providing sufficient practice to establish it. It is just as important to understand the needs of academically gifted pupils for whom the teacher must provide material of sufficient depth and difficulty to be challenging. Information about the abilities and needs of his pupils will enable the teacher to plan class work intelligently, to make provisions for individual differences, to select appropriate materials, and to provide a continuous check on pupil growth. To acquire, record, and use necessary information:

1. List the names of all pupils on a Class Record Sheet, with the following facts: (See page 7)

   a. Age
   b. Most recent reading test score
   c. Most recent I.Q. score
   d. Pertinent comments about vision, auditory defects, school history, with additions as teacher becomes acquainted with pupil

   Pupils might well be listed in numerical order of scores in the reading test, starting with the highest and descending to the lowest.

2. Administer Group Inventory. Record resulting data on Class Record Sheet (See page 9 for Group Inventory suggestions)

3. Use the Class Record Sheet during the year to check actual performance as compared with what might be anticipated from reading test data. When significant discrepancies occur, refer the pupil to the I.D.R. teacher for diagnosis and recommendation.

4. Guide pupils in preparation of individual booklets in which to record answers to practice exercises in workbooks and anthologies.

5. Teach pupils to prepare and keep individual progress charts to provide motivation and evidence of improvement.

6. Adjust materials to the instructional level ascertained from Group Inventory.

The work of the teacher is facilitated in schools where principals group pupils in classes on the basis of instructional levels in reading. Whatever the situation in a particular class, the activities suggested in this guide can be used just as described, can be simplified, or can be enriched, to fit the needs of a given group.

SCHEDULE

The following division of time is suggested in planning the term's work in Developmental Reading in the classroom:

1. Diagnosis of needs and organization of work (See pages 4-10.)

   First three weeks (6 to 9 periods)

2. Teaching and practice in skill development (See pages 18-59.)

   During the school year, for about two periods each week, it is advisable for teachers to plan specific units of work in such topics as study skills, critical thinking, and vocabulary development, based upon needs as identified through diagnostic procedures and observances during daily class periods. These units should be based on, or correlated with, interesting literature or content area lessons.

3. Evaluation (See page 17.)

   Final two or three weeks (4 to 6 periods)

CLASS RECORD

On the Class Record Sheet (see page 7), the teacher should assemble the data by:

1. Recording the Instructional Level of each pupil
2. Recording the Listening Ability of each pupil
3. Listing weaknesses in Language Facility and Word Recognition Skills of each pupil
4. Jotting down all significant observations

This information should be analyzed in order to select instructional materials to meet individual student needs.

QUOTES

All high school teachers face the responsibility of adapting assignments to, of utilizing to a maximum, and of further developing the reading abilities of students who differ as much as six or eight grades in reading competence.[1]

No matter how poorly or how well high-school students read, each high-school teacher can help them to read with better understanding the textbook and other materials that are required in his course. No matter whether previous teachers did a poor or a good job of training students to read, this teacher can aid his students to develop reading skills, habits, and attitudes that are necessary not only to pass his course but also to achieve more in it.[2]

[1]Witty, Paul A. Reading in High School and College, Forty-Seventh Yearbook, Part II. Chicago: National Society for the Study of Education, University of Chicago Press, 1938. pp. 18-19.

[2]Simpson, Elizabeth A. Helping High-School Students to Read Better. Chicago: Science Research Associates, 1954. p. 3.

CLASS RECORD SHEET
(Sample)

School _____ Date _____ Class _____ Teacher _____

Pupil	Age	_____ Test Date _____		_____ Reading Test Date _____				Current Year Group Inventory	_____ Test Reading Comprehension Date _____				_____ Test Mechanics of Expression	Comments
		I.Q		Graded Score				Instructional Reading Level	Percentile Rank				Date _____ Percentile Rank	
		Lang.	Non-Lang.	Anticipated		Actual			Voc.	Comp. Speed	Comp. Level	Total Score		
				Voc.	Comp.	Voc.	Comp.							

GROUP INFORMAL INVENTORIES

A group informal inventory provides a rapid survey to ascertain the instructional reading level of individual pupils. Sets of books ordinarily used in class may be used to test general ability and achievement.

A teacher may administer an Informal Silent Reading Inventory to find the instructional level of each pupil by:

1. Asking pupils to read silently a selected story near the front of their reading texts.

2. Checking comprehension through written response to questions based on the story. (Include fact questions, inference questions, vocabulary questions, and summary questions.)

   The grade level at which the pupil can answer 75 percent of the questions correctly may be regarded as his instructional level.

   A pupil's independent reading level is normally one grade below his instructional level.

3. Checking word-recognition techniques by having pupils read other portions of the story orally. Each pupil should be able to pronounce 95 percent of the words in material at his instructional level.

4. Checking rate through notation of general speed of pupils, noting those who finish first, those not finishing, and manner of attacking assignment.

5. Observing pupils at work, noting signs of frustration, such as restlessness, lip movement, and inability to concentrate.

Most educators believe that a child's innate ability is reflected in his capacity for understanding what he hears. They believe that if he can hear and understand an eighth grade story, he can read an eighth grade story if his skills function at that level.

When I.Q. scores are not available, many teachers administer Group Listening Ability Tests, sometimes called Hearing Capacity Tests. While less accurate for high-school pupils than elementary pupils, Listening Tests do aid teachers to identify pupils with average, below-average, and above-average ability.

A teacher may administer a Group Listening Ability Test to find the hearing capacity of each pupil by:

1. Reading to the pupils a story at their grade level. (For example, seventh grade pupils would hear a seventh grade story.)

2. Checking comprehension through written response to questions based on the story. (Include fact questions, inference questions, vocabulary questions, and summary questions.)

GROUP INFORMAL INVENTORIES - continued

The grade level at which the pupil can answer 75 percent of the questions correctly, may be regarded as his Hearing Capacity or Listening Ability.

A teacher may check general Language Facility of the class by:

1. Reading to the pupils a story at their own grade level.
2. Checking Language Facility during oral responses to questions based on material.
3. Checking responses to questions based on general information.
4. Noticing vocabulary level and sentence length of these oral responses.

A teacher may estimate the reading level and observe symptoms of reading difficulties by:

1. Administering an Informal Word Recognition Inventory to check ability to pronounce words.
2. Administering a Vocabulary Test to check the knowledge of word meanings.

Teachers should remember that books read in secondary school classes vary widely in difficulty and that the best word recognition and word meaning tests are prepared from the series of texts to be used with the classes. This is true of content area materials as well as literature texts.

See Appendix, pages 62 to 65, for Sample Informal Reading Inventory, Hearing Capacity, Silent Reading, Oral Reading.

BASIC PRINCIPLES

The teacher, in planning for the year's work in Developmental Reading, must develop a day-by-day program that puts into action the basic principles of good instruction in working with pupils, in selecting materials, and in planning lessons.

Teachers should help pupils do such things as:

1. To understand their weaknesses and ways of overcoming them.

2. To establish realistic goals for themselves.

3. To establish good study habits.

4. To gain motivation and encouragement by evidences of progress, such as scores recorded on charts and graphs.

When choosing materials most teachers will find the following suggestions are important:

1. To provide maximum improvement, materials for instruction should be at instructional level or slightly lower.

2. To estimate the instructional level, use an Informal Reading Inventory, or use a standardized reading test. When a standardized reading test is used, the instructional level will usually be one grade below the reading score. For example, when a pupil scores eighth grade on a standardized test, he should usually be placed in a seventh grade text for instruction, for the test score is at frustration level.

3. To select books for recreation and enjoyment, encourage pupils to choose books at least one grade level below their instructional level, so that they do not encounter difficult words and new concepts. (For recreational reading, adults do not select difficult books, so we should not expect our pupils to do so.)

4. To develop vocabulary and gain information, encourage able readers to "stretch" into harder books occasionally. Remember that wide reading develops vocabulary only if pupils can learn the new words from context, or if pupils look up meanings and concentrate on remembering them.

When planning instruction, most teachers will find the following suggestions are important:

1. Plan lessons to improve specific weaknesses.

2. Use the Teacher's Guide or Manual accompanying the text to save time in lesson planning. Usually more activities are needed, but the wise teacher selects the ones that fit the needs of her class and then continues with her own ideas.

3. Allow pupils to discuss related experiences, difficult words, and new concepts in order to develop interest and provide background. The new concept may be an unfamiliar meaning to a familiar word. (See page 12, Guided Reading Lesson.)

4. Instruct pupils in methods of reading specific types of material in order to help pupils understand the direct relationship between developmental work in the reading class and their reading in all subject areas in school and in their leisure reading. Teach them to set the purpose for reading each selection, then read it in the way that fits the purpose.

5. Give pupils an opportunity to read a selection silently before expecting them to read orally. Only in testing situations should pupils be asked to read orally at sight.

TO THE TEACHER IN THE CLASSROOM*

The school's main contribution to leadership, to achievement, to understanding, to culture is made in the classroom. Of course the wisdom and guidance of a leader, president or principal, are required, but the best they can do is to see that money and equipment are available, and to turn the whole project of the school into a state of coherence, its focus turned sharply upon the classroom. The dean, under whatever label, is a significant officer, but the best he can do is to systematize and encourage, to make straight the ways of the teacher. The registrar of a modern school is of marked importance, but the best he can do is to keep permanently and in proper organization the verdicts of the classroom. The committees, all of them, labor in vain unless they can give the classroom better connection with the vital part of education. The textbook is composed and published to give needed support to the teacher. Indeed the librarian is of great value since she can help to bring together in the classroom the teacher, the pupil, and the world in which they live. The conventions become merely massive outings unless they whet the zeal and understanding of the teacher in the classroom. The teacher is not the end of education, but of all the others she is closest to that end.

*Editorial - Peabody Journal of Education, March 1960 p. 257

GUIDED READING LESSON[1]

The guided reading lesson is a very useful technique and with variations can be used effectively in most subject areas. Developing a lesson in this way creates more interest than such an assignment as, "Read the next 10 pages."

A. Preparation for the Lesson by the Teacher

1. Become familiar with the content of the lesson by reading the selection and reviewing the study guides in the teacher's manuals which are provided to accompany the material.

2. Select new concepts and difficult words for discussion and clarification.

3. Note words in the selection that lend themselves to practice on word perception skills needed by pupils.

4. Plan follow-up activities to meet the needs of the pupils in each class.

5. Arrange schedule to include planned activities.

6. Itemize either in a plan book or on a prepared record sheet:

   a. Strengths and weaknesses of pupils.

   b. Plans for future teaching.

B. Development of the Lesson

1. Readiness Period

   a. Develop interest and provide motivation.

   b. Familiarize pupils with background information.

   c. Develop new concepts and difficult words.

2. Guided Silent Reading

   a. Develop comprehension skills.

   b. Locate main ideas and supporting details.

   c. Extend meanings of new concepts and difficult words.

3. Purposeful Oral Reading

   a. Have pupils read orally for such purposes as to:

      (1) Prove a point
      (2) Tell part of story most enjoyed
      (3) Use expression to show how character felt as he said certain words.

[1]Individual Developmental Reading Handbook. Gary, Indiana: Gary Public Schools, 1961.

GUIDED READING LESSON, continued

C. Medial Evaluation

1. What has been learned?

2. What has been accomplished?

D. Follow-up Activities

1. Use workbooks that accompany texts or comparable material.

2. Assign such exercises as:

a. Select all compound words from material read.

b. Select words to illustrate the various principles of phonics.

c. Write or discuss the meanings of words and note any special characteristics.

d. Use each word in a good sentence.

e. Follow written directions.

f. Extend knowledge of the subject by reference reading.

g. Carry on related activities.

h. Extend study skills appropriate to the material.

3. Refer to the resource book Developmental Reading Activities, Gary Public Schools, 1959, pages 112 to 136, for additional suggestions to meet individual needs.

E. Final Evaluation

1. What benefits were derived from the lesson?

2. How can this new information be used?

F. Assignment for Next Day's Lesson

G. Suggestions for Future Work in Specific Study Skills and Word-Study

NOTE: See pages 79 to 83 in the Appendix for suggested plans for units correlating Reading and Literature.

THE SECONDARY INDIVIDUAL DEVELOPMENTAL READING PROGRAM

Each secondary school employs a trained reading teacher to cooperate with the faculty to improve reading. The objectives of the program are:

1. To improve the reading abilities of those children whose reading accomplishments are below that which the indexes of their abilities indicate that they should be.

2. To increase on the part of all secondary teachers an awareness of the fact that all teachers have responsibilities for the teaching of reading.

3. To help all teachers to utilize better methods of teaching reading skills.

The secondary Individual Developmental Reading Teacher makes a survey of the reading achievement and the reading needs of the school and plans with the principal the specific steps to be taken each year to improve the reading program. Her work may consist of:

1. Teaching small classes of pupils with average and above-average ability who are retarded at least one year in reading.

2. Working as a team with a teacher in another subject area to help incorporate the teaching of reading skills into the teaching of that subject.

3. Instructing able juniors and seniors to improve study skills, critical reading, and rate.

4. Help classroom teachers exchange successful reading practices and select material for instruction.

The Individual Developmental Reading Teacher may receive referrals from parents, teachers and principals as well as the pupils themselves, who often recognize their own need.

Classroom teachers may identify poor readers with average and above-average ability by careful observation. The following types may be candidates for reading instruction:

1. Pupils who can discuss intelligently what is read to them and what they see or experience, but who cannot read a lesson and understand it.

2. Pupils whose Language I.Q. on the California Test of Mental Maturity is much lower than his Non-Language I.Q.

3. Pupils whose Actual Score on Arithmetic Reasoning is much lower than his score on Arithmetic Fundamentals. (This may indicate that he is not able to read the reasoning problems but has the mental ability to solve the problems if he could read them.)

Classroom teachers should discuss the reading problems of their pupils with the Individual Developmental Reading Teacher, for in addition to working with pupils in her own classes, her role is to help teachers with such things as to:

THE SECONDARY INDIVIDUAL DEVELOPMENTAL READING PROGRAM, continued

1. Interpret purpose and functions of I.D.R. Program.
2. Be aware of reading difficulties and progress of I.D.R. pupils from their classes.
3. Recognize retarded readers.
4. Keep informed about recent educational materials.
5. Administer standardized and informal tests.
6. Analyze test data.
7. Group pupils for instruction.
8. Discover activities that promote reading growth.
9. Select appropriate recreatory books.
10. Prepare materials for specific needs.
11. Prepare materials for faculty meetings.
12. Learn new techniques through conferences and demonstrations.
13. Evaluate pupil progress.
14. Plan lessons for specific purposes.

PUPIL EVALUATION

Standardized test scores are available for most pupils. They have been recorded in the cumulative record folder. The counselor in your building can aid you in interpretation of the scores.

The California Achievement Tests in Reading are administered in October in the fourth, sixth, and eighth grades. Vocabulary, comprehension, and total reading scores are reported in terms of grade placement, with norms of 4.1, 6.1, and 8.1 respectively. Scores within a one-grade range usually may be considered typical. "Anticipated Grade Placement" takes into account the effect of chronological age and mental age.

In January of the ninth grade, the English Cooperative Test: Reading Comprehension is administered. Scores are reported in percentiles. In this test, interpretation of scores is as follows:

1. Vocabulary measures the extensiveness of word knowledge.
2. Speed of comprehension measures the rate at which a pupil can read and his success in comprehending what he reads.
3. Level of comprehension shows the extent to which a pupil grasps the full import of what he reads.
4. Total reading score is a measure of the pupil's linguistic ability.

The results of the most recent standardized tests should be used to assess the reading skills of pupils. The results of informal tests and of teacher observation will give an immediate diagnosis and further information about individual needs.

Occasionally you may want to use other standardized reading tests for diagnosis or evaluation. For such special needs, seek the advice of the I.D.R. teacher in your school, your counselor, your principal and the Research Department.

EVALUATION OF A READING PROGRAM

A comprehensive evaluation of a reading program should include the following checks:

1. A standardized reading test, involving rate, vocabulary, and several aspects of comprehension, should be administered regularly and results used to improve instruction. In Gary such tests are given every two years.
2. Informal testing at the beginning of the year should be done to help organize the class and assess needs. Progress should be measured at the end of the year using formal and informal testing devices.
3. Study habits of the pupil should be checked by observation, by conferences, and by self-inventory.
4. A record of independent reading of each pupil should be kept and the record evaluated regularly.
5. The ability of pupils to read in various subject-matter fields should be measured by informal tests in connection with class work.
6. The ability of pupils to find resource material in libraries and books, and to use appropriate reading-study skills, should be checked by informal tests and observation.
7. Each classroom teacher should identify evidence of increased efficiency in all study activities that involve reading.
8. In areas where progress is too slow, appraisal of techniques should result in action to improve methods of instruction.

BASIC READING SKILLS

Reading is a series of complex activities which vary with the kind of material read, the purposes for reading, and the ends or values sought. The reading ability of a mature reader must be developed sequentially step by step in comprehension, vocabulary, and rate.

Basic instruction and learning activities required to develop these skills are explained in some detail on the following pages of this guide.

After teachers have determined the instructional level of their pupils through formal or informal tests, appropriate texts should be selected. The reading abilities of the pupils in most classes will vary widely. Instruction should be planned to fit the needs of the pupils.

For example, a seventh grade class, poor in vocabulary, may need instruction on consonant blends such as cl or st. An eleventh grade class, poor in vocabulary, may need instruction in structural analysis in recognizing such words as expenditure and independence. In either case at all grade levels, the skill should be taught using the appropriate instructional materials for the class.

Additional approved materials are listed in the Curriculum Guide for Literature and in the Secondary Requisition Guide, both of which are prepared by Gary public schools.

ADJUSTING MATERIALS AND INSTRUCTION TO THE NEEDS OF THE CLASS IS A PRIME OBJECTIVE OF AN EFFICIENT TEACHER.

GRADE PLACEMENT OF BASIC READING SKILLS

Lessons Based on Reading Materials at Appropriate Grade Level

<table>
<tr><td></td><td colspan="6">At each grade level, all skills should be reviewed, then applied to more difficult and more complex material. Although the elementary school lays the foundation for growth in the complex skills needed for maturity in reading, each successive grade offers new tasks to maintain these skills and new techniques for applying them to new situations.</td></tr>
<tr><td></td><td>7th Grade</td><td>8th Grade</td><td>9th Grade</td><td>10th Grade</td><td>11th Grade</td><td>12th Grade</td></tr>
<tr><td rowspan="2">STUDY SKILLS</td><td rowspan="2">Following Directions

Comprehension

Reading for Main Ideas and Details</td><td rowspan="2">Oral Reading

Outlining</td><td colspan="4">Reading Skills Applied In Content Areas</td></tr>
<tr><td>How To Study

Dictionary Usage

Flexibility or Rate</td><td>Reading in Content Areas</td><td>How to Read a Newspaper

Writing Précis</td><td>How to Use Reference Skills

Critical Reading</td></tr>
<tr><td>DICTIONARY SKILLS</td><td colspan="6">Use the dictionary to determine pronunciation, spelling, meaning, derivation, and usage of unfamiliar words.</td></tr>
<tr><td>VOCABULARY SKILLS</td><td>Word Perception

Word Meaning

Word Form</td><td>Structural Analysis

Context Clues</td><td>Derivations

History</td><td colspan="3">Develop extensive vocabulary</td></tr>
<tr><td>RATE</td><td colspan="2">Develop flexibility in rate so that speed of reading may be adapted to the difficulty of the material and the purpose for which it is read.</td><td colspan="3">Increased emphasis on rapid reading and flexibility.</td></tr>
</table>

OBJECTIVES	CONTENT
I. The pupil expands his vocabulary systematically and develops greater independence in recognizing words and in deriving or finding appropriate meanings. A. Phonetic Analysis	I. The pupils should be able to hear and recognize: A. Initial, final and medial consonants: monument problem complete B. Consonant blends: droll point trinket C. Consonant digraphs: chastise search worship D. Diphthongs: toy now soil house E. Vowels: a - hat, wade, care, tar, about, saw e - me, bet, wonder, sleigh i - hit, rice, birth, marine o - lock, over, sore, above, to u - sudden, muse, curtain ə - (schwa) ago, agent, sanity, comply, focus. II. The pupils should be able to use such phonetic principles as: A. The sounds of single consonants may vary: s - silk, was g - going, giant c - has the sound of s when followed by e or i: cease, cider c - has the sound of k when followed by a, o, or u: came, copy, cute. B. When two consonants are combined, one of them may always be silent: gnat, knife, pneumonia, talk Occasionally, both consonants may be silent: brought, through, thought C. Some sounds are represented by many different symbols: graduate, jump, wedge, magic. D. When a double consonant appears, one of the consonants is silent: letter, willow, occasion. E. Some vowels are silent: When a word has two vowel letters, one of which is silent e, the preceding vowel is long: tone, tame, lime, cube. When two vowels appear together in a word or syllable, the first vowel is usually long in sound and the second vowel is usually silent: boat, train, beat, team, meet. F. When there is but one vowel in a syllable or word, the sound of that vowel is usually short: run, thimble, pamphlet. G. When a vowel appears at the end of a syllable or word, it usually has its long sound: belief, procession, appropriate.

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher may prepare such reviews as those below to diagnose needs for planning instruction in phonics: A. Ask pupils to demonstrate their knowledge of consonant sounds by pronouncing correctly such words as: 1. Initial, final and medial consonants: walk metal cream balk medal creak 2. Consonant blends: stove prance plant sky grief sleeve 3. Consonant digraphs: phone cherry dish thin shut telegraph 4. Diphthongs: oil toy out voyage noise destroy frown cow (Call attention to the long o sound of ow in such words as snow and below.) 5. Vowels: pan pane scare sleigh cut cute far fir Tim time hair marine rod rode raw love	Texts: At appropriate levels Workbooks: Gray, William S. and others. Basic Reading Skills for Junior High School Use. Scott Foresman 1957. AND Basic Reading Skills for Senior High School Use. Scott Foresman 1957. (Both of the above contain Survey Tests of Basic Reading Skills, including Word Meaning, Sentence Meaning, Word Analysis, Dictionary Usage, and General Interpretative Power.) Wood, Evelyn, Marjorie Barrows. Reading Skills. Holt, 1958. Films: Reading Improvement Films (5) Coronet Instructional Films Tests: Test of Word Attack Skills. pp 52 to 56, Teacher's Reference Book - Vocabulary Skills. Gary Public Schools, 1961. (Copies for class use may be obtained by calling the office of the Reading Consultant.)
II. The teacher should: A. Plan reviews to check pupil's ability to use phonetic principles. B. Record weaknesses observed during the regular class work. C. Prepare exercises from the words in daily lessons to provide maintenance practice on skills previously learned, and to reinforce skills being learned. D. Develop with pupils the best ways to attack new words, emphasizing that context clues, configuration, structural analysis, and phonics must all be used to develop efficient independent reading. E. Provide practice as needed to develop proficiency in use of phonetic skills. F. Teach pupils to use the pronunciation key in the dictionaries used in the classroom. G. Inform pupils that different dictionaries have different pronunciation keys.	Texts: Hardwick, H. C., Words Are Important (9 books for 7-12) C. S. Hammond Company. Workbooks: Schick, Schumaker and Schmidt. Design for Good Reading. Chicago. H. B. & W, 1961 Level I - Grades 7-10 Level II - Grades 11-12. Films: Films to accompany the workbooks listed above. Psychotechnics, Inc., 105 W. Adams Street, Chicago.

OBJECTIVES	CONTENT
A. Phonetic Analysis, <u>continued</u>	H. Some vowels form syllables by themselves: vi-<u>o</u>-let, <u>o</u>-val, <u>e</u>-lim-in-ate. I. A single vowel followed by <u>r</u> in a word or syllable is usually affected by the sound of the <u>r</u>: shi<u>r</u>k, ca<u>r</u>e, doctor.
B. Structural Analysis	I. <u>The pupil should recognize and should be able to use such principles of structural analysis as</u>: A. Most inflectional variants are formed by adding endings with no change in the root word: cooks, watches, pouted, walking, meeting. B. When the root words end in a final <u>e</u>, the <u>e</u> is usually dropped before an ending that begins with a vowel: coming, raked, shining, stylish (The <u>e</u> has been dropped and the ending has been added). When root words end in <u>ce</u> or <u>ge</u>, the <u>e</u> is retained when an ending beginning with <u>a</u> or <u>o</u> is added: peaceable, changeable, advantageous, courageous. C. If a syllable or root word ends in a single consonant preceded by a vowel, the consonant may be doubled when an ending is added: stopped, running, whipped, fanning. NOTE: This principle applies only if the enlarged word is accented on the final syllable: benefit, benefited. D. Words ending in <u>f</u> or <u>fe</u> usually form their plurals by changing the <u>f</u> to a <u>v</u> and adding the plural endings: knives, wolves, scarves. E. When a word ends with <u>y</u>, preceded by a consonant, the <u>y</u> is usually changed to an <u>i</u> before an ending is added: ladies, cried, emptied. If the <u>y</u> is preceded by a vowel, there is no change in the root word when an ending is added: chimneys, allayed, stayed. F. Compound words are made up of two words put together to make one word: twosome, fireplace, forenoon. G. Word containing roots, prefixes, and suffixes may often be recognized after known parts are identified: <u>helper</u>, dis<u>tasteful</u>, at<u>tractive</u>, a<u>ssignment</u>.

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION

I. The teacher may help pupils identify parts of words by providing such exercises as the following:

A. Present a Latin root, such as "dent" meaning "tooth." List other words derived from this root, such as:

dentist	dentifrice	indention
denture	dental	indentured

Have the pupils correctly fill the blanks in such sentences as the following with one of the above words:

Grandfather's _____ cause him much discomfort.

Pretty girls appear in most _____ advertisements.

B. Direct pupils to select a root form and build a "family of words," substituting or adding various prefixes and suffixes. Call attention to the fact that the meaning of the root form does not change.

evoke	vociferous
invoke	provoke
vocal	avocation
vocabulary	vocation
voice	convocation

C. Show pupils how to select a derived form, examine its components, and note the meaning of each part. Then ask pupils to name other words which contain the components:

viewing	dictaphone
preview	telephone
predict	telegraph
dictate	graphics

Texts: At appropriate levels

Neal, Elma & Inez Foster. Developing Reading Skills. Books A, B, & C. Laidlaw Brothers, 1961.

Roberts, Clyde. Word Attack: A Way to Better Reading. New York: Harcourt, Brace 1956.

Merriam. Picturesque Word Origins. Springfield, Mass. G. and C. Merriam Co., 1933.

Bellafiore, Joseph. Adventure with Words. New York: Amsco Publications, 1947.

Bellafiore, Joseph. Words at Work. New York: Amsco Publications, 1939.

Christ, Henry I. Winning Words. Boston: D. C. Heath and Company, 1948.

Davis D. Rexford. Vocabulary Building. New York: William Sloane Associates, 1951.

Funk, Wilfred & N. Lewis. 30 Days to a More Powerful Vocabulary. New York: Wilfred Funk, Inc., 1946.

Gilmartin, John G. Building Your Vocabulary. New York: Prentice-Hall, 1950.

_____ Gilmartin's Word Study. New York: Prentice-Hall, 1942.

_____ Increase Your Vocabulary. New York: Prentice-Hall, 1950.

_____ Word Power. New York: Prentice-Hall, 1950.

READING - GRADES 7-12
VOCABULARY

OBJECTIVES	CONTENT
C. Syllabication and Accent	I. The pupil should be able to properly apply such principles of syllabication and accent as: A. Every syllable in a word contains a sounded vowel: a-bun-dant, prin-ci-pal. B. Often a vowel forms a syllable by itself: vi-o-lin. C. When there are two consonants between two vowels, the syllable division is usually made between the consonants: af-ter, chap-ter, fun-ny. D. When a word ends in le, preceded by a consonant, the consonant usually is included in the last syllable: syl-la-ble, a-ble. E. When words end in tion or sion, the accent usually falls on the next to the last syllable: gradua'-tion, suspen'-sion. F. When a syllable ends in a consonant, the vowel is usually short: trum-pet, stu-pid. G. When the suffix ed is added to a word ending in t or d, a separate syllable is formed: want-ed, land-ed.
D. Context Clues	I. Pupils should use context: A. To help decide on the correct meaning to give common words, such as: can, fall, branch. B. To guess at meaning of unfamiliar words. C. To help indentify words by noticing such clues as: 1. Definitions 2. Rephrasing, with such signal words as: in other words, that is to say, that is 3. Examples 4. Descriptive words and phrases 5. Key words 6. Opposite words 7. Logic of the selection.

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should provide such experiences as the following: A. Review and extend skills learned previously. B. Check the pronunciation of the words listed below and write two different ways in which each of the words is accented. Write the part of speech for each pronunciation. Then make up a sentence for each use of the word. Example: fre'quent (adj.) fre quent' (transitive verb) Frogs are frequent inhabitants of marshes. Other suggested words are: annex, escort, insult, present, convert, increase, permit, and rebel.	Texts: At appropriate levels Green, Amsel. Word Clues. Evanston: Row, Peterson & Company, 1951. Hardwick, H. C. Words Are Important. Maplewood: C. S. Hammond and Co., 1951 Grades 7-12. Hart, Archibald, and F.Lejeune. The Growing Vocabulary. New York: E. P. Dutton & Co., 1940. Hart, Archibald. Twelve Ways to Build a Vocabulary. New York: E.P. Dutton & Co. 1945. Drachman, Julian M. Making Friends with Words. Globe Book Company, 1956. (Grades 9-12. Contains a Diagnostic Vocabulary Test.) Witty, Paul and Edith Grotberg, Developing Your Vocabulary. Chicago: Science Research Associates, 1960. Teacher's Reference Book - Vocabulary Skills. Gary Public Schools, 1961. Boning, R.A. Using the Context Barnell Loft, 1962 Books D, E, and F. Ketchen, R. & J.F. Greene. Improving Your Vocabulary and Spelling. New York: Noble & Noble, 1945. Lewis, Norman. Power with Words. New York: Thos. Y. Crowell, 1946. Holmes, Mabel Dodge. The Words You Use. Hollywood. Lawrence Publishing Co., 1951.
I. Teachers may help pupils to recognize context clues by A. Discussing various techniques for getting words from context. B. Providing practice exercises in context analysis. C. Having pupils define words from a selection and explain how the meanings were inferred. D. Helping pupils to understand the connotation and suggested meaning, as well as the denotation, or actual meaning, to get genuine pleasure and understanding from reading. E. Insisting that pupils habitually use dictionaries to check inferences, and learn new meanings for unfamiliar words. (See Appendix, page 84 , Context Clues.)	

READING - GRADES 7-12
VOCABULARY

OBJECTIVES	CONTENT
E. Word Meanings	I. <u>Pupil will master new words in each subject more quickly if he habitually uses such techniques as</u>: A. Write or check new words as he meets them. B. Note parts of words that suggest their meanings. C. Learn the meanings and the uses of the new words. D. Observe the illustrations provided in words, maps, charts, pictures, and their legends. E. Note relationship of new words to other topics. F. Use new words in sentences and discussions. G. Be alert to context clues. H. Develop an interest in new and unusual words.
F. Word Forms	I. <u>Pupils should use the form of a word to aid in recognizing new words by such devices as:</u> A. Noticing carefully the general configuration of words. B. Substituting letters to pronounce a new word. (A pupil knowing <u>ball</u> should be able to get <u>stall</u>.) C. Recognizing various prefixes and suffixes with known roots. (A pupil knowing <u>inspect</u> should be able to get <u>respecting</u> and <u>suspected</u>.) D. Using word forms along with other word attack skills.

READING - GRADES 7-12
VOCABULARY

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher may help with development of word meanings by: A. Presenting new words in a running discussion designed to give background to the story. B. Discussing meanings of unfamiliar words with the class. C. Encouraging wide reading of rather difficult material to enlarge vocabulary. D. Encouraging pupils to bring new and unusual words from their reading for discussion or study. E. Presenting new words in meaningful sentences on the chalkboard for group discussion or study. F. Encouraging pupils to keep vocabulary lists of new words, listing also pronunciation, meaning, a sentence, and the source of each new word. G. Such a vocabulary list in a card file or a notebook may have such sections as: 1. Abbreviations 2. Adjectives or other parts of speech 3. Foreign words 4. Words often misused 5. New words not yet in the dictionary 6. Slang 7. Antonyms, synonyms, homonyms 8. Words misspelled by the pupil. H. Providing dictionary practice in selecting meanings that fit words as used in specific sentences.	Texts: At appropriate levels Mallery, R. D. Workbook for English Vocabulary Buidling. Boston: D.C.Heath & Co.,1948. Miller, Ward S. Word Wealth. New York: H.Holt & Co., 1958 & Word Wealth Junior 1950 Norwood, J.E. Concerning Words. New York: Prentice-Hall, 1950. Orgel, J.R. and M. Austin. Building Word Power. N.Y.: Oxford Book Co., 1956. Patton, D. H. Common Words--Word Study for the Secndy. Schools. Columbus: Chas. E. Merrill Co., 1957. Hadke, Frieda. Word Resources. N.Y. The Odyssey Press, Inc., 1955. Randolph, Helen, Erma Pixley, and Mabel Dodge Holmes. The Words You Use. Los Angeles: Henry Regnery Co., 1955. Workbooks: Taylor, Stanford E. and others. E.D.L. Word Clues. Educational Developmental Laboratories. (Programmed Lessons Level G to Level M for Grades 7-13). Films: E.D.L. Core Vocabulary Filmstrips Educational Developmental Laboratories Set V -79-Grades 7 to 9 Set V-1011- Grades 10 and 11 Set V-1213-Grades 12 and 13.
I. Teachers may help pupils build a memory for word forms by: A. Teaching pupils to scrutinize new words closely. B. Helping them recall mental pictures of words that have similar forms. C. Developing rich meaning associations with printed words.	Evaluation: Teacher-prepared tests to check the mastery of vocabulary skills and to identify needs for further instruction. Standardized Tests E.D.L. Word Clue Tests Forms A and B AND E.D.L. Word Clue Appraisal, Form AA Educational Developmental Laboratories.

READING - GRADES 7-12
FOLLOWING DIRECTIONS

OBJECTIVES	CONTENT
I. The pupil displays increasingly efficient ability to follow both written and oral directions.	I. Pupils should learn to read a set of directions carefully and to use the following steps regularly: A. Read all the directions once before starting. B. Look up the meanings of all words or terms not understood. C. Refer to any pictures or diagrams which will make the directions clearer. D. Concentrate on the problem involved. E. Bring any related past experience to bear on understanding the directions. F. Reread the directions, trying to keep in mind each step in its proper order. G. Repeat the directions step by step silently. H. Follow the directions. Go as far as possible without rereading, but do not hesitate to check back when necessary. I. Check the finished product to see if the directions have been followed accurately. J. Explain a set of directions given by teachers or other pupils.

READING - GRADES 7-12
FOLLOWING DIRECTIONS

LEARNING EXPERIENCES	AIDS TO INSTRUCTION AND EVALUATION
I. The teacher should: A. Provide practice to maintain and extend skills learned previously. B. Teach pupils that following directions requires study reading. C. Insist that pupils adhere to a regular sequence in following directions. D. Provide such activities as to: 1. Follow a recipe, one step at a time. 2. Carry out directions for assembling toys 3. Perform science experiment 4. Learn new games from written directions 5. Follow directions for assignments 6. Read and understand entire list of directions before starting; such as, directions for a fire drill or directions for an assignment. E. Ask the pupils to repeat and explain directions previously given by the teacher or another pupil. F. Word questions and directions for activities in a variety of ways. Examples of different verbs which may be used are: 1. arrange 2. compare 3. contrast 4. define 5. demonstrate 6. describe 7. diagram 8. estimate 9. evaluate 10. explain 11. illustrate 12. interpret 13. investigate 14. list 15. locate 16. name 17. note 18. organize 19. present 20. relate 21. select 22. skim 23. study 24. summarize 25. study G. Provide practice in giving directions to others by having pupils give directions for working a problem or for making a chart or graph.	Texts: At appropriate levels Workbooks: Guiler and Coleman. Reading for Meaning, Books 4 through 12 Chicago: J. B. Lippincott Co., 1960. Magazines: Craft Magazines Evaluation: Teacher observations.

READING - GRADES 7-12
COMPREHENSION

OBJECTIVES	CONTENT
I. The pupil demonstrates improved power of comprehension and interpretation in increasingly difficult material.	I. Pupils should be able to read for such purposes as to: A. Read for main ideas. B. Read for specific details. C. Read to see relationships of details to main ideas. D. Read to follow steps in directions. E. Read to follow sequence of: 1. Plot development 2. Character development 3. Development of argument F. Read to recognize patterns of organization: 1. Enumerative 2. Time 3. Contrasts G. Read "between the lines." H. Read to visualize. I. Read to make inferences. J. Read to generalize. K. Read figurative language. L. Read to feel rhythm. M. Read to compare with something known before. N. Read to distinguish fact and fiction. O. Read to distinguish fact and opinion. P. Read to detect bias and prejudice of author. Q. Read to forecast events. R. Read to draw conclusions. S. Read to evaluate. T. Read to recognize mood. U. Read to judge character.

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should: A. Explain to the pupils that an author has a purpose for writing a story. He may want to teach, give new information, or entertain. Have the pupils read a selected paragraph and discuss with them the reasons which the author may have had for writing the paragraph or story. B. Have pupils read and solve such puzzles as: "A ship anchored in the harbor and the sailors tossed a rope ladder over the side. The ladder was ten feet long, and the bottom rung touched the water but was not covered by it. The rungs of the ladder were a foot apart." "If the tide rose at the rate of one foot per hour, how many rungs were covered at the end of four and one-half hours?" (None. The ship would rise with the tide.) C. Suggest that the pupils compare schools of 100 years ago with the schools of today. Let them list the ways in which they think both schools are alike and ways in which they differ. D. Write a generalization such as "People of Northern Europe are blond." Ask the pupils to prove that this is not necessarily true. E. Have the pupils list a number of facts and a number of opinions as found in a newspaper. Ask them to discuss what makes each a fact or an opinion. F. Have the pupils copy from the newspaper statements which might be doubted. Have them also list reasons why they might be doubted and reasons why they should be accepted as facts. G. Have pupils observe revelation of character in what the person does, what he says, and what is said about him.	Texts: At appropriate levels Simpson, Elizabeth. Better Reading, Book I, II, III. Chicago: Science Research Associates, 1963. Library Book Lists: Strang, Ruth, and others. Gateways to Readable Books. New York: W. H. Wilson Company, 1958. Spache, G., Good Reading for Poor Readers, Champaign, Ill.: Garrard Press, 1960. Magazines: Scholastic Magazines. New York Issues for Grades 7-12. Newspapers: The Post-Tribune, Gary, Indiana Films: Evaluation: Standardized Tests Informal Tests Teacher-Prepared Tests (Many texts have good tests to evaluate instruction and identify needs.) McCall and Crabb. Standard Text Lessons in Reading. New York: Columbia Teachers College, 1961 Books A, B, C, D. and E.

READING - GRADES 7-12
READING FOR MAIN IDEAS AND DETAILS

OBJECTIVES	CONTENT
I. Pupils should become increasingly adept in locating main ideas in more complex reading materials and in selecting pertinent details.	I. Pupils should become increasingly skillful in identifying main ideas and in recognizing their value for study purposes by such activities as to: A. Select the main idea in unrelated paragraphs. B. Identify the key sentences of paragraphs in a continuous story. C. Develop the main idea in each paragraph of a continuing story. D. Write a suitable title or marginal heading. E. Phrase a good question about the paragraph. F. Relate the main idea to the key sentence in each paragraph. G. Relate title to the main idea of a selection.
	II. Pupils should become increasingly adept in reading for details and in relating them to the main idea by practicing such activities as to: A. Understand the importance of details as they support and expand the main idea. B. Learn to discriminate between essential and unimportant details. C. Reread those portions he wants to remember. D. Make mental or written notes. E. Summarize the article in his own words. F. Anticipate details from the main idea in order to read more intelligently.

READING - GRADES 7-12
READING FOR MAIN IDEAS AND DETAILS

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should have pupils: A. Read brief easy paragraphs and identify the main idea of each. B. Discuss the value of headlines as summaries. C. Suggest captions for cartoons and expressive pictures, then compare with original captions and evaluate. D. Understand that in texts chapter headings and section headings are similar to newspaper headlines and have value: 1. In summarizing the facts in the news 2. In providing a guide to study 3. As a start for outlining 4. For surveying the content. E. Identify the main idea which is inferred in a paragraph, but not expressed. F. Practice locating the key sentences when they are found at the beginning, at the ending, or in the body of a paragraph. II. The teacher should: A. Prepare an outline of three or four main ideas and discuss the details that would need to be added to write a good article. B. Ask pupils to locate the topic sentences in a series of paragraphs and select the minimum details which are necessary for understanding the main ideas expressed in the topic sentences. C. Provide a variety of reading materials requiring various rates of reading. Specify a purpose for reading before the material is read. After each selection has been read, ask the pupils the following questions: What rate of reading should you have used to read this story? (Rapid? Slow? Skim?) Why? What parts did you read slowly? Why? D. Have pupils answer questions about a selection to determine whether or not they comprehended the reading material, and can select the main ideas and the supporting details.	Texts: At appropriate levels For suggested texts at various grade levels, see: Curriculum Guide for Literature. School City of Gary, 1964. Nelson-Denny Reading Test, by Frank I. Clapp. Boston: Houghton Mifflin Co. Easy to give. Two forms for senior high school and college. Score on grade equivalents. Gates Reading Survey for Grades 3 to 10. New York: Bureau of Publications, Teachers College, Columbia University, 1958. Vocabulary, Level of Comprehension, Speed, and Accuracy, by Arthur I. Gates. Three forms for Grades 3 to 10. Iowa Silent Reading Tests. Yonkers, N.Y. World Book Co. 1927-43. Advanced Test. New Edition, revised by H.A. Greene, A.M. Jorgensen, and V.H. Kelley. Four forms for Grades 9to 13. Many sub-tests to be separately timed. Blair -"Among the very best available." Grade norms given for test as a whole. Diagnostic Reading Tests. Survey Section, Chicago, Ill.: Science Research Associates, 1947. For junior high school through college freshmen. Kelley-Greene Reading Comprehension Test, by Victor H. Kelley and Harry A. Greene. Yonkers-on-Hudson, New York: World Book Co., 1952.

READING - GRADES 7-12
ORAL READING

OBJECTIVES	CONTENT
I. The pupil improves in his ability to utilize voice, expression, and attitude to do purposeful oral reading.	I. The pupil should read orally: A. To prove a point. B. To entertain or inform audiences. C. To clarify a portion of a selection. D. To share information with others. E. To appreciate the language used. F. To develop such correct oral reading habits as: 1. To read fluently with rhythm, with accurate interpretation of punctuation and meaning, and with accurate pronunciation of words. 2. To use a pleasant conversational tone, loud and clear enough for everyone in the group to hear easily. 3. To read relaxed with good posture. G. To participate in choral and group reading. H. To read prose drama with voice inflection to create character, emotion, and understanding of meaning. I. To imitate reading done by professionals. J. To read different kinds of poems with appropriate techniques.

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should: A. Be sure that students have read the material before asking them to read orally. B. Set standards cooperatively with the group. Example: A Good Reader Has a purpose for reading. Prepares material ahead of time. Makes his voice show feeling and meaning. Pronounces each word clearly so that listeners can understand. Reads ideas, not just words or phrases. Changes his rate of reading to convey meaning. Breathes at the right places so that breathing and reading will be smooth. C. Provide time when the pupils may read to others selections which they have particularly enjoyed. D. Have the pupils read part of a book report. E. Have the pupils 1. Read sentences or paragraphs to prove particular points. 2. Read lines which answer such questions as: How did John feel? Why did Jane run? How did the new home look? 3. Read lines, sentences, or sections which express a particular mood. F. Vary the method of presentation with such devices as a Radio Program or the Book Club. G. Provide practice in choral readings appropriate to the interests and the abilities of the pupils. H. Portray characters in a play. I. Teach the techniques of reading poetry with explanation of mechanics used; i.e., inverted word order and definite rhythmical pattern.	Texts: At appropriate levels Library Books: National Council of Teachers of English. Books for You. A list for senior high school students. Champaign, Ill.: N.C.T.E., 1959. National Council of Teachers of English. Your Reading. A list for junior high school students. Champaign, Ill.: N.C.T.E., 1960. National Council of Teachers of English. The College and Adult Reading List. New York: Washington Square Press, Inc., 1962. Plays:

READING - GRADES 7-12
OUTLINING

OBJECTIVES	CONTENT
I. Pupils should develop in ability to outline materials read or heard.	I. The pupil should learn to outline simple paragraphs and gradually improve until he can outline complex materials he has read or has heard. To organize a selection, the pupil should: A. Skim the material to be outlined B. Look up any unfamiliar words or concepts C. Reread the material and select the main ideas D. List the main ideas and the supporting details in outline form.

OUTLINE FORM

I.
A.
B.

II.
A.
1.
2.
a.
b.
c.
(1)
(2)
(3)
(a)
(b)
(c)

B.
1.
2.

III.
A.
1.
2.

READING - GRADES 7-12
OUTLINING

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should:	Texts: At appropriate levels
A. Review the simple outlining that pupils have learned previously	
B. Work with pupils to develop and extend the skill in more complex material	Workbooks:
C. Provide practice in outlining reading selections and lectures	
D. Teach pupils to utilize headings and sub-headings of texts as guides to the relative importance of ideas	Films:
E. Teach pupils the values of outlining as a short-cut to efficient study	
F. Have pupils make oral reports from an outline	
G. Read aloud a short factual selection and ask pupils to jot down the main ideas in outline form	Aids:
H. Teach pupils to write topic outlines, sentence outlines, and to know when each is appropriately used.	Evaluation

OBJECTIVES	CONTENT
I. The pupil utilizes increasingly efficient study habits in activities involving reading. (See Study-Type Reading, pages 46-47)	I. The pupil should: A. Determine the purpose for reading each selection, such as: 1. To get a general impression 2. To select useful details 3. To substantiate a viewpoint 4. To generalize 5. To prepare a report 6. To provide personal enjoyment 7. To analyze critically 8. To determine suitability of the material for a specific purpose 9. To solve personal problems B. Determine the type of reading best suited to the purpose, such as: 1. Skimming 2. Rapid reading 3. Study reading C. Know and utilize the best methods for reading various materials, such as: 1. Science texts 2. Social studies texts 3. Newspapers 4. Easy mystery stories D. Learn to use the SQ3R method of independent study by: 1. Surveying the material to get the main ideas 2. Raising questions about it 3. Reading to answer the questions 4. Reciting or restating the material in own words 5. Reviewing the main points to aid recall E. Develop skill in problem solving by: 1. Keeping the problem clearly in mind 2. Collecting pertinent data 3. Testing the hypotheses 4. Evaluating conclusions F. Plan a study schedule and follow such recommended habits as: 1. Study at a regular time each day 2. Study your hardest subject first 3. Study as soon after instruction as possible 4. Allow adequate time for relaxation 5. Start to work at once and do not dawdle or waste time 6. Work on long range assignments gradually and complete them ahead of the deadline 7. Stick to your schedule

READING - GRADES 7-12
HOW TO STUDY

LEARNING EXPERIENCES	AIDS TO INSTRUCTION AND EVALUATION
I. The teacher should help each pupil learn how to: A. Locate information by using: 1. The title of a book as an aid in deciding whether the book probably contains information on a given topic 2. Table of contents for the same reason 3. Index 4. Maps and illustrations 5. Reference books B. Evaluate material so he can: 1. Understand that a printed statement may be important and still not fit the topic 2. Choose only pertinent facts 3. Understand that the printed word may not be true 4. Distinguish between fact and opinion C. Organize material so he can: 1. Tell the topic of a paragraph 2. Outline a paragraph, later a selection 3. Learn to verify an outline 4. Learn to recognize and make a summary D. Use the SQ3R method of independent study in various types of material. (The teacher should first work with pupils through the various steps and then gradually withdraw as pupils become proficient.) E. Develop a study schedule suited to the amount of study required F. Select and prepare a place to study which will encourage concentration G. Take tests well by: 1. Discussing ways to review for tests 2. Discussing the best ways of preparing for and taking tests 3. Providing experiences with the six kinds of tests 4. Reading and following test directions carefully 5. Answering accurately the questions which ask the pupil to: a. explain b. describe c. discuss d. define e. compare f. contrast g. prove h. enumerate i. evaluate j. outline	Texts: Wrightstone, J. Wayne. How to Be a Better Reader. Chicago: Science Research Assoc., 1961 (Grades 7 to 9). Robinson, Frances P. Effective Study. Chicago: Harper Row, 1961. Smith, Donald. Learning to Learn. Chicago: Harcourt, Brace & World, 1961. Woods and Barrows. Reading Skills. New York: Holt and Company, 1959.

OBJECTIVES	CONTENT
I. The pupil utilizes increasingly efficient study habits in activities involving reading, <u>continued</u>	G. Select a quiet, private place to study with adequate light and equipment. H. Know how to take tests well by: 1. Mastering daily lessons and reviewing the important facts regularly 2. Reading the entire test, planning the best use of time, and saving the last five minutes to recheck the test 3. Knowing how to take: a. True-False Tests b. Multiple Choice Tests c. Matching Tests d. Completion Tests e. Direct-Answer Tests f. Essay-Type Tests (1) Set yourself a time schedule and allow a certain amount of time for each question (2) Read through the questions and jot down briefly the ideas you get from the first reading (3) Reread each question as you come to it to be sure you answer it correctly (4) Outline the answer before you write it to insure clarity and completeness (5) Proofread your paper (6) Avoid definite statements, unless exact dates or numbers are requested.

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
II. The teacher should provide a classroom atmosphere conducive to learning. III. The teacher should help pupils improve recall by forming the habit of: A. Utilizing or developing an interest in the material to be studied. B. Setting a definite purpose for reading the material. C. Skillfully picking the ideas to be retained. D. Establishing a strong first impression. E. Concentrating on the subject and associating the new ideas with former experiences. F. Repeating the points which are to be remembered. G. Rereading to improve recall. H. Reviewing and applying the new information. I. Telling the new information to others. J. Recalling the main points at the end of an hour, a week, and at delayed intervals.	Texts: At appropriate levels

READING - GRADES 7-12
DICTIONARY USAGE

OBJECTIVES	CONTENT
I. Pupils should become increasingly efficient in using the dictionary to develop a useful, meaningful vocabulary.	I. The pupil should know how to use the dictionary to: A. Determine correct spelling B. Locate definitions C. Determine pronunciations D. Study parts of speech E. Find derivations F. Locate synonyms G. Locate antonyms H. Check the accuracy of his interpretation of clues. II. The pupils needs the ability to: A. Alphabetize B. Use guide words C. Use phonetic skills to pronounce new words D. Select most appropriate meaning E. Recognize denotative (actual) and connotative (suggested) meanings F. Use the dictionary to improve everyday speech, writing, and reading G. Use the complete key to pronunciation H. Recognize various shades of meanings I. Interpret each item given about a word, such as origin, definitions, parts of speech J. Select a word to express the precise meaning to be conveyed to a reader or listener.

READING - GRADES 7-12
DICTIONARY USAGE

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should: A. Instruct pupils in the uses of the dictionary appropriate to the grade level B. Discuss alphabetical arrangement and provide any required practice in using guide words C. Discuss with the pupils the various parts of the dictionary and how each part is used D. Use the lessons usually found in school dictionaries to acquaint pupils with their skills program E. Provide practice in the use of syllabication, accent marks, and diacritical marks as used in the classroom dictionaries F. Help pupils acquire the dictionary habit of checking whenever there is any doubt about the meaning or the pronunciation of a word G. Plan for occasional lively, interesting dictionary periods to encourage the use of the dictionary H. Teach pupils that when two correct spellings are listed in a dictionary, the preferred spelling will be given first I. Teach pupils to use the pronunciation key in the dictionary in use J. Teach pupils that different dictionaries may have different pronunciation keys and that the pupils must be alert to use each dictionary properly K. Train pupils to find the meaning which fits the way the word is used in a specific selection L. Train pupils to look for synonyms to words.	Dictionaries: Abridged and Unabridged Editions Texts: Smith, Nila B. Be a Better Reader. Books I through VI. Englewood Cliffs, New Jersey: Prentice-Hall, 1962. Library Books: Magazines: Films: Evaluation: Teacher-prepared tests Teacher observation

READING - GRADES 7-12
FLEXIBILITY OR RATE

OBJECTIVES	CONTENT
I. The pupil shows continuous growth in understanding the techniques used in skimming, rapid reading, and study-type reading and when each is appropriately used. A. Skimming (implies "to get the cream.")	I. Pupils should use skimming techniques: A. To locate information in directories, dictionaries, and any easy material which will yield specific answers. B. To find out "what happened next." C. To "survey" or get an overview and raise questions the article can answer. D. To form a general impression of given material. E. To find topics included under specific headings. F. To verify statements. G. To refresh the memory with regard to materials previously read. H. To organize materials under categories or topics. I. To select materials related to specific topics. J. To determine suitability of materials for particular purposes or topics; e.g., scanning quickly to see if material deals with adventure, travel, humor, events in history. K. Look for answers to fact questions. L. Locate names or dates. M. Answer questions phrased like the text. N. Answer questions containing no direct verbal cues. O. Find several answers to a single question. P. Find information from the table of contents or index.

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should first help pupils to: A. Formulate a strong, leading-on purpose for skimming material. B. Develop flexibility of rate as they practice. C. Utilize individual techniques. D. Derive the most meaning from the fewest words.	Texts: At appropriate levels Smith, Nila B. Read Faster and Get More From Your Reading. Englewood Cliffs, New Jersey: Prentice-Hall, 1962.
II. The teacher may teach skimming by asking pupils to: A. Allow eyes to wander over page, stopping here and there to select a specific fact or idea. B. Read carefully selected portions, such as random sentences or center third of each line. C. Read headings, topic and summary sentences, and cue words such as first, second, for instance, some, finally and therefore which often introduce facts supporting the main idea. D. Make use of direction words that signal changes in the "train of thought." "Forward words" - and, more, moreover, also, likewise, more than that. "Sharp turn signals" - yet, nevertheless, otherwise, although, despite, in spite of, not, or, nor, on the contrary, however, notwithstanding. E. Observe paragraph structure and other clues the author uses to indicate the ideas. F. Observe center headings, side headings, italicized words, charts, and diagrams.	Woods and Barrows. Reading Skills. New York: Holt, Rinehart and Winston, Inc., 1958. Library Books: See Curriculum Guide on Literature for specific titles. Films: Purdue Reading Films - Sets for Junior High School, Senior High School and College Students. Iowa Reading Films - Set for Junior High School, Senior High School and College Students. Both series may be ordered from Psychotechnics, 105 W. Adams St., Chicago, Illinois.
III. The teacher should: A. List the key words in a given selection. Have pupils write the number of the page and paragraph in which they are found. B. Have typed, printed or mimeographed on the left side of the paper a group of sentences. On the right side of the paper list one word from each sentence. Have pupils locate quickly the sentence from which each word comes. (These may be made more effective if done under time limitations of some nature.) C. Have pupils skim a story to note words and phrases that cue the reader to the time when certain events occurred and the length of time covered by the events. D. Write "key words" of a story on chalkboard (or ditto). Have the pupils read this and answer questions about the ideas presented in the story.	

OBJECTIVES	CONTENT
B. Rapid Reading	I. The pupil should: A. Develop an attitude of mind set on reading for ideas B. Eliminate bad habits of word-by-word reading and vocalization C. Keep wholeness of story uppermost D. Read silently before reading orally so that first experience is not slowed by vocalization E. Use good preview techniques in order to move rapidly.
C. Study-Type Reading	I. The pupil should: A. Determine the purpose for reading each selection, such as: 1. To get a general impression 2. To select useful details 3. To substantiate a viewpoint 4. To generalize 5. To prepare a report 6. To provide personal enjoyment 7. To analyze critically 8. To determine suitability of the material for a specific purpose 9. To solve personal problems 10. To gain information. B. Determine the type of reading test suited to purpose, such as: 1. Skimming 2. Rapid reading 3. Study reading. C. Know and utilize the best methods for reading materials, such as: 1. Science texts 2. Social studies texts 3. Newspapers 4. Easy mystery stories.

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should: A. Provide reading experience in interesting, fast-moving stories at least one grade level below the pupil's instructional level B. Provide practice in reading for ideas C. Ask pupils to read a selection rapidly, then write a single sentence summary D. Have pupils read a paragraph or longer article and express the main idea in a headline E. Teach pupils to read headings, topic and summary sentences and watch for "cue words" within the paragraph.	Texts: At appropriate levels Schick, Schumaker and Schmidt. Design for Good Reading. Harcourt, Brace & World, 1961 Level I - Grades 9-10 Level II - Grades 11-12.
I. The teacher should select appropriate materials and provide practice to develop such skills as to: A. Locate information by using: 1. The title of a book as an aid in deciding whether the book probably contains information on a given topic 2. Table of contents for same reason 3. Index 4. Maps and illustrations 5. Reference books B. Evaluate material so he can: 1. Understand that a printed statement may be important and still not fit the topic 2. Choose only pertinent facts 3. Understand that the printed word may not be true 4. Distinguish between fact and opinion C. Organize material so he can: 1. Tell the topic of a paragraph 2. Outline a paragraph, later a selection 3. Learn to verify an outline 4. Learn to recognize and make a summary D. Retain ideas so he must: 1. Realize that some ideas must be retained 2. Learn that one reading is seldom enough 3. Make and use questions to retain ideas 4. Make summaries	Library Books: Magazines: Films: Films to accompany the texts Design for Good Reading (listed above) are available from Psychotechnics, Chicago, Ill. (Good for developing vocabulary, comprehension, and speed.)

OBJECTIVES	CONTENT
I. The pupil utilizes increasingly efficient study habits in all subject areas. NOTE: (This brief outline of reading skills best developed in specific subjects is quite general. The content area teachers are the persons best qualified to extend this outline to include the specific reading skills required by their own subject matter.) See Appendix, page 73. See How to Study, pages 38-41. See Study-Type Reading, pages 46-47.	I. Pupils should make a determined effort to: A. Learn all new words and concepts encountered in each subject area. B. Learn the meanings of common roots, prefixes, and suffixes. C. Use the dictionary to learn meanings of unfamiliar words found in assignments. II. Pupils should be able to: A. Spell, pronounce, and define new words. B. Determine meanings from context. C. Use familiar portions of new words to get the entire word. D. Use word attack skill and diacritical marks to get words independently. III. The pupil should be able to: A. Locate materials in specific areas by utilizing such sources as: 1. Card catalogues and indexes 2. Dictionaries, word guides, and glossaries 3. General references 4. Newspapers and periodicals 5. Reader's Guide to Periodical Literature 6. Tables of contents 7. Tables, maps, graphs, charts B. Comprehend written material by: 1. Surveying material to be read in order to determine: a. The purpose for which it is read b. The type of reading required c. The rate most appropriate to the purpose 2. Applying his knowledge of reading skills to select and use the ones required in each subject area and for each lesson in that area 3. Understanding word meanings 4. Determining general sigrificance of what is read and recognizing main ideas and important details 5. Using such visual aids as graphs, pictures, and maps available in the text or in the library.

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should remember that: A. A pupil's first contact with a new word should be meaningful B. A pupil usually must meet a word 25 to 40 times to master it C. Many words are encountered only in specific units, so must be mastered at that time. II. The teacher should help pupils remember difficult words and concepts longer by using such techniques as to: A. Introduce and discuss mearing of the new word as it appears in the context and other meanings of the same word B. Explain use of context clues to get meaning and encourage the use of the dictionary to check the "intelligent guess." C. Require pupils to spell and pronounce the the words correctly D. Discuss roots, prefixes, and suffixes of new words and how the meaning of each affects the meaning of the complete word E. Provide opportunities for pupils to classify words from different units into specific categories, such as science words found in biology or chemistry. III. The teacher should provide opportunities for pupils to: A. Utilize sources to locate materials by 1. Discussing what material may be found in various sources and where each source is available 2. Assigning each pupil a different item for a report on information requiring the use of several sources. B. Comprehend various written materials by: 1. Determining the author's interpretation of controversial items 2. Determining what the reader should learn and remember from the message 3. Understanding the meanings of non-technical words and phrases used in the context of the subject studied.	Texts: Caughran, Alex M. and Mountain, Lee Harrison Gr. 9 High School Reading, Bk I Gr.10 High School Reading,Bk II American Book Comapny 1961. Workbooks: Smith, Nila Banton. Be a Better Reader[1] Englewood Cliffs, New Jersey: Prentice-Hall, 1962 Book I - Grade 7 Book II - Grade 8 Book III - Grade 9 Book IV - Grade 10 Book V - Grade 11 Book VI - Grade 12. Aids: Teaching the Basic Skills in Social Studies. Gary Public Schools, 1961. Bamman, Henry A. and others. Reading Instruction in the Secondary Schools. Longmans, Green and Company. Lessons planned to teach specific skills. 1 In addition to teaching how to read in specific content areas, these workbooks contain vocabulary lists and exercises for specific subjects at grade levels 7 through 12.

OBJECTIVES	CONTENT
I. The pupil utilizes increasingly efficient study habits in all subject areas, continued	III. B. -- continued 6. Knowing how, when, and why to outline. 7. Reading to find answers to specific questions. 8. Correlating textbook material with everyday experiences. IV. Pupils should develop an interest in reading for information and pleasure by: A. Arranging their schedule to include a regular time for reading. B. Reading newspapers and magazines to select items related to class topics. C. Practicing rapid reading to glean ideas and to help select appropriate material. D. Realizing that many easy books are read for information, pleasure, and relaxation. E. Realizing that looking up words in difficult material is an excellent way to increase comprehension and vocabulary.

READING - GRADES 7-12
HOW TO READ A NEWSPAPER

OBJECTIVES	CONTENT
I. The pupil displays obvious growth in his application of newspaper-reading techniques.	I. Pupils should practice reading various parts of a newspaper for different purposes so that they: A. Know where to look for specific items. B. Know that usually the most important news items appear on the upper right hand side of the front page. C. Know that some features such as the index and the editorials are usually in fixed positions. D. Know the purposes for reading a newspaper such as getting information about current events or getting tips about shopping. E. Know that many kinds of newspapers are available and that readers can select from this wide variety the newspaper that fits their purpose or purposes. F. Know that newspapers contain news, editorials, sports, comics, advertising, obituaries, and many other features. G. Know how to set the purpose for reading each feature of the newspaper and how to read for that purpose. II. Pupils should learn that in order to read a newspaper intelligently and critically, they should: A. Know that reporters usually present the main idea in the first sentence, a summary in the first paragraph, and the development of the topic in subsequent paragraphs. B. Know that the first paragraph of an article may be sufficient for the reader's purpose. C. Know the relative worth and standing of various newspapers. D. Know the political attitudes of various newspapers as indicated by editorials and feature articles. E. Recognize whether a statement is fact, opinion, or slant. F. Recognize the unreliability of news following such terms as "it is reported," "it is believed," or "it is understood."

READING - GRADES 7-12
HOW TO READ A NEWSPAPER

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should emphasize the fact that the intelligent reader usually: A. Knows the sections which contain the information to satisfy his purposes and turns first to those pages, using the index as needed B. Skims the rest of the paper hastily, noting only headlines, until his eye selects something important or interesting, such as news, editorial or advertisement C. Rejects these articles after reading a few lines if he finds they are not interesting D. Reads some articles rapidly for general purposes E. Reads some articles with care or marks them to read carefully when he has more time F. Reads various parts of the paper at different rates and with different degrees of care. II. The teacher should emphasize the fact that newspaper reading requires the use of all reading skills such as: A. Skimming to select articles B. Previewing to get information quickly C. Finding main ideas D. Reading for details E. Using techniques to improve memory to be able to recall some items exactly F. Interpreting different patterns of writing, such as narrative, question and answer, information, opinion-reason, substantiated fact G. Developing flexibility in rate and method H. Making use of pictures, maps, and charts I. Improving vocabulary by figuring out meaning from context and using the dictionary to check the meaning J. Reading several papers to get different viewpoints K. Reading critically to evaluate slants or biases of others and to examine yourself for your own version of the subject.	Texts: At appropriate levels Dale, Edgar. How To Read a Newspaper. Chicago: Scott, Foresman, 1941 Price is $3.00. Miller, Carl G. Modern Journalism. Chicago: Holt, Rinehart & Winston, 1962. Price is $3.96 Newspapers: Films: Instructional Aids: Daily newspapers News magazines Evaluation:

READING - GRADES 7-12
WRITING PRÉCIS

OBJECTIVES	CONTENT
I. Pupils learn to prepare a précis or concise statement of essential facts in a selection.	I. Pupils should learn the following steps to write précis: A. Read the entire paragraph or selection through attentively to find the main idea. B. Read it again, looking up unfamiliar words, expressions, or allusions. C. Write in your own words, what seems to be the essential point or points made by the author. D. Read what you have written and compare it with the original. E. Omit all unnecessary words and change words until the main point in the selection is expressed clearly and concisely. II. Pupils should: A. Learn to isolate key words and topic sentences to aid in summarizing. B. Watch for dashes or other introductions to summary sentences. C. Notice connectives and transitional devices such as, on the other hand, moreover, in addition to. D. Use précis techniques to prepare brief summaries. E. Improve in ability to use the technique of condensation. F. Use précis techniques for note taking.

READING - GRADES 7-12
WRITING PRÉCIS

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should: A. Work with the pupils through the steps in writing précis. B. Provide sufficient practice so that pupils may be able to skip certain steps and write a précis in a few minutes. II. The teacher should provide practice in writing précis by assigning pupils such lessons as to: A. Prepare brief summaries which include the most important facts. B. Select main points and supporting details in a passage. C. Observe and evaluate summaries found in magazines and texts. D. Read a chapter in a book; then prepare a one-sentence summary. E. Write a précis for a poetic passage. F. Explain in a précis the viewpoint of the author without using his words. G. Use précis techniques in taking notes for a research project. H. Evaluate summaries prepared by members of the class.	Texts: At appropriate levels Use the Literature Guide materials for this practice. Aids: Evaluation:

READING - GRADES 7-12
HOW TO USE REFERENCE SKILLS

OBJECTIVES	CONTENT
I. Pupils become increasingly proficient in ability to utilize all reference sources to locate information.	I. The pupils should become increasingly proficient in: A. Using all parts of a text, such as table of contents, glossaries, indexes, and illustrations. B. Selecting the correct dictionary for a specific purpose and locating any one of the many types of information found in the dictionary. C. Using the available encyclopedias to: 1. Locate a general topic 2. Find subdivisions of a topic 3. Find further leads to information through cross reference 4. Obtain a survey of all information available on the topic in the book D. Using the Reader's Guide to Periodical Literature to locate articles or stories 1. Listed under general topics 2. Listed under specific titles 3. Listed under the author's name 4. Found by using cross references or "see also" suggestions E. Using Who's Who with its variety of indexes to find information about notable living men and women. F. Using the card catalog to locate desired information. G. Using the atlas, maps, graphs, and charts to obtain specific information. H. Using newspapers and periodicals to locate information. I. Using the card catalog in the library to locate fiction (usually arranged alphabetically by author's last name) and non-fiction (usually arranged by the Dewey Decimal System.) J. Using such aids as, the Education Index and Textbooks in Print. K. Using such yearbooks as World Almanac and Information Please Almanac.

READING - GRADES 7-12
HOW TO USE REFERENCE SKILLS

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should help pupils practice and master the use of reference skills by such activities as to:	Texts: At appropriate levels
A. Take pupils to the library to observe and practice library procedures.	
B. Discuss where indexes, tables of contents, glossaries, card catalogs, and Reader's Guide to Periodical Literature are found and the information each contains.	Library Materials:
C. Provide exercises to familiarize pupils with these sources.	
D. Conduct "treasure hunt" for information requiring the use of one source and later the use of several sources.	
E. Discuss the general references, newspapers, magazines, amd pamphlets most commonly used, where they can be found, and the information that they contain.	Reference Materials:
F. Make speaking and writing assignments requiring the use of these sources.	
G. Keep an accurate record by taking notes from the encyclopedia of the title, author, date of copyright, volume, page, and an outline of the information.	Films:
H. Give assignment sheets to pupils with suggestions in outline form and have pupils use original sources and confirmed eye-witness accounts.	Aids:
I. Form the habit of:	
1. Checking cross references for additional information.	Evaluation:
2. Checking "see also" references for additional headings.	
3. Use most recent issues for current topics of uncertain date, then work back.	
4. Use issues of a specific time when dates are known.	

READING - GRADES 7-12
CRITICAL READING

OBJECTIVES	CONTENT
I. Pupils improve in ability to evaluate, to appreciate, and to question the material they read.	I. Pupils should learn to: A. Recognize the importance of setting a purpose for reading. B. Develop awareness of exact meanings of words. C. Notice the effect of connotations and denotations upon interpretation. D. Distinguish between fact and opinion. E. Determine the author's experience, knowledge, source reputation, and purpose for writing the article. F. Compare the opinions with those expressed by other qualified writers on the subject. G. Detect propaganda and how to analyze it. H. Read newspapers critically. I. Detect erroneous conclusions when reading books, newspapers, and magazines. J. Withhold judgment until different accounts and analyses of the same event have been read. K. Check the facts. L. Locate devices the author uses to influence judgment. M. Identify loaded or biased words and to note their possible effects on the reader. N. Distinguish between literal (exact) and metaphorical (figurative) use of words. O. Recognize allusions (indirect references.) P. Note the author's choice of words in the light of his purpose. Q. Recognize implied meanings. R. Recognize facts that were purposely omitted for effect or because they are obvious. S. Forecast outcomes. T. Make generalizations on basis of specifics.

READING - GRADES 7-12
CRITICAL READING

LEARNING EXPERIENCES	AIDS FOR INSTRUCTION AND EVALUATION
I. The teacher should provide opportunities for pupils to evaluate reading materials by such activities as to: A. Develop with the class criteria, such as author's background, position, experience with the subject, prejudices, style of writing, and date of publication, for determining competency of the author. B. Review facts and inferences to establish concept of reading "between the lines." C. Develop an idea and have pupils find relevant and irrelevant information concerning the idea. D. Develop an idea and have pupils find valid and invalid information concerning the idea. E. List authorities on certain subjects and discuss whether or not their writings should be accepted and reasons for the decision. F. Find differing views on a subject and discuss which are most valid and why. G. Hold panel discussions with pupils presenting different views on the validity of various opinions. H. Read and discuss various sections of the newspaper, noticing slanted articles, half truths, and other propaganda techniques. I. Help pupils relate what they are reading with former information and experiences.	Texts: At appropriate levels Use the Literature Guide materials for this practice. Newspapers: Magazines: Films: Evaluation: Standardized Tests Teacher-Prepared Tests Informal Tests Teacher Observation

A P P E N D I C E S

INFORMAL HEARING CAPACITY TEST

Seventh Grade

Worlds of Adventure[1]

Hearing Capacity, Form A[2]: (232 words) "The Tiger Attacks" - p.94, par. 1, 2, & part of 3.

Motivating Question : Can you think of an incident which shows the cunning of some animals? It may be a true story or one that you have read.

Before it was dark, the tiger left his lair and crossed the creek a long way below the elephant's pitch. He worked stealthily upstream until his sensitive nostrils picked up the scent of the newborn calf being wafted down on the evening breeze. For some distance he boldly followed the open game-track along the bank of the creek. Then he re-entered the jungle, and for a time squatted motionless on his haunches, working himself up for the attack. There was more in this than hunger and a succulent meal; there was prowess. To attack two elephants and kill the calf would be an achievement worthy of the king of the Burmese jungle.

He could not decide in advance whether he would attack the mother or the auntie first. That would depend on how they were standing when he moved in to the attack. But he knew that he could not seize the calf until he had stampeded both adults. He must spring on the back of one and so lacerate her that she fled for safety; then he must unseat himself and stampede the other long enough to give him time to seize the precious calf and carry it off like a cat with a rat in its mouth.

But before he could attack, he knew that he must circle the clearing, because the best line of attack was from upstream.

[1]American Book Company. Chicago, Illinois, 1952.

[2]Individual Developmental Reading Informal Inventory. Gary, Indiana: Gary Public Schools, 1963.

INFORMAL HEARING CAPACITY TEST, continued

1. Factual
   A. At what time of the day did the tiger start? (evening)
   B. Why did he not decide in advance which adult elephant to attack first? (The tiger would first have to see how the elephants were standing.)

2. Inferential
   A. How was the tiger able to make such definite plans for the attack? (He must have been observing the habits of the elephants.)
   B. Do you think that looking forward to an occasion adds to a person's enjoyment of the event? (Any logical answer.) How does that question fit this story? (The tiger sat motionless while he thought about the good meal and gloated in his prowess.)

3. Vocabulary (Use two)
   A. Which word means superior skill or ability? (prowess)
   B. Which word means grown-up? (adult)
   C. Which word means full of juice? (succulent)
   D. Which word means an open place in the forest? (clearing)

4. Summary
   A. Explain the tiger's plan of attack. (The tiger planned to spring on the back of the nearest elephant, lacerate her so she would flee for safety, then unseat himself, and stampede the other elephant long enough for him to carry the calf away in his mouth.)
   B. Name three things that would prove the tiger was patient and cunning. (The tiger started before dark but waited until midnight to attack. As he advanced, he planned the attack. He circled the clearing twice and waited until the wind dropped.)

INFORMAL SILENT READING TEST
Seventh Grade

Worlds of Adventure[1]

Silent Reading, Form A[2]: (293 words) "The Tiger Attacks" - p. 94-95, par. 5-9.

Motivating Question : Tell the children the setting of the story up to the selection. How might a tiger attack another animal?

Occasionally the ears of the adult animals moved forward as if straining to hear a sound. Then Mee Tway broke the silence - for no reason - she just thumped the end of her trunk on the ground, and it rang hollowly with a metallic sound.

It eased the tension, but it started the tiger on his first circuit round the clearing. He was fifty yards out and he had decided to make his attack from the creek side. Four times he circled without crackling a leaf or a twig - the perfect hunter. He no longer walked with a slow, stealthy step. He was now so near that at any moment he might see his quarry in the clearing. His pose was low on the ground. He moved forward with his powerful hind legs tensed under his body, ready instantly to spring. The tip of his tail quivered.

At last he saw the picture he had dreamed of: an elephant's flank clearly silhouetted, and only ten bounds and a leap away. His enormous power was released as he bounded to the barrel of the elephant's back. The vicious grip of the foreclaws held his weight, while with his hinder claws he lacerated the sides of the wretched elephant. With a murderous snarl he sank his teeth into the elephant's shoulder.

For a second Mee Tway was taken by surprise. Then bellowing with panic fear she was off, making for the nearest jungle, where she could shake his savage terror from her back.

As she reached the edge of the untrodden elephant grass, she hesitated for a moment; and in that moment the tiger retracted his claws and slid off, as a child might slide from a bareback pony.

[1]American Book Company, Chicago, Illinois, 1952.

[2]I.D.R. Informal Inventory, Gary, Indiana: Gary Public Schools, 1963.

INFORMAL SILENT READING TEST, continued

1. Actual
   A. How far away was the tiger when he made the attack? (Ten bounds and a leap)
   B. Tell three things the tiger did in attacking Mee Tway. (Landed on her back, forepaws dug into her back; this held his weight while his hind claws lacerated the elephant's sides, and sank his teeth into her shoulder.)

2. Inferential
   A. Why did not Mee Tway shake the tiger off before going into the jungle? (She wanted to get the tiger away from the baby.)
   B. Why did the tiger attack from the creek side? (Wind direction, scent, or similar answer.)

3. Vocabulary (Use two)
   A. Which word means to make or travel in a circle? (Circuit)
   B. Which word means hunted animal? (Quarry)
   C. Which word means torn or mangled? (Lacerated)
   D. Which word means trembled? (Quivered)

4. Summary
   A. Tell four things the tiger did. (Circled four times, attacked from the creek side, leaped, landed on Mee Tway's back and clawed. After Mee Tway went into the jungle, the tiger slid off, ready to attack Ma Shwe.)
   B. Give a title (The Tiger's Attack)

INFORMAL ORAL READING TEST

Seventh Grade

World's of Adventure[1]

Oral Reading, Form A[2]: (163 words) "The Tiger Attacks" - pp. 95-96, par. 10-12.

Motivating Question : What will a mother animal do when attacked with her young close by?

She took one chance. As the tiger checked before her, she took a pace forward and lashed at him with her trunk. With a lightning swing his right paw struck, the very movement of a cat at a terrier's face. The sharp claws struck home and Ma Shwe shrieked and bellowed with pain; for the trunk is the most sensititive and vital organ of the elephant. But she did not stampede. She replaced her off-forward foot to protect the calf, who hadn't moved an inch.

But in that moment the tiger had gained his flank position and sprang up on her withers. His foreclaws dug their hold and his hindclaws tore at her flesh. She rolled and shook herself to fling him off, but still she didn't stampede and still he clung and tore.

Her trunk hung limp. She had no means of touching her calf. The injury had made it quite numb and useless. She felt herself weakening. Was there no relief from this murderous weight?

1. Factual
   A. What did the mother elephant do to protect herself and baby? (She stepped forward and swung her trunk at him.)
   B. How did Ma Shwe express her pain? (Ma Shwe shrieked and bellowed with pain.)

[1]American Book Company, Chicago, Illinois, 1952.

[2]Individual Developmental Reading Informal Inventory. Gary, Indiana: Gary Public Schools, 1963.

INFORMAL ORAL READING TEST, continued

2. Inferential
   A. How do you think the story ended? (Any reasonable answer)
   B. Why did Ma Shwe not stampede? (Her sense of duty and motherly love made her stay to protect the little one.)

3. Vocabulary (Use two)
   A. Which word means step? (Pace)
   B. Which word means necessary for life? (Vital)
   C. Which word means without feeling? (Numb)

4. Summary
   A. Briefly outline the attack. (The elephant lashed with the trunk. The tiger hit the trunk, injuring it beyond use. The tiger jumped to Ma Shwe's back, clawed.)
   B. Give a good title. ("Protecting Her Calf")

PROBABLE CAUSES OF READING DIFFICULTIES[1]

Causes of reading difficulties may be:

I. Physiological, such as:

- A. Visual
- B. Auditory
- C. Speech
- D. Maturation
- E. General health history
- F. Present health history
- G. Muscular coordination

II. Psychological, such as:

- A. Mental immaturity
- B. Personality
- C. Interest
- D. Emotional instability

III. Social, such as:

- A. Linguistic problems
- B. Group and individual acceptance
- C. Attitudes

IV. Inadequate Instruction, such as:

- A. Lack of reading readiness (at any age level)
- B. Lack of experience
- C. Deficiency in word perception
- D. Lack of opportunity to participate in a differentiated program
- E. Undesirable attitudes toward reading

[1]Individual Developmental Reading Handbook. Gary, Indiana: Gary Public Schools, 1961.

A SUMMARY OF READING SKILLS

I. FACTUAL COMPREHENSION

Reading for facts

II. INFERENTIAL THINKING SKILLS

Reading for main ideas
Reading for specific details
Reading to see relationships of details to main ideas
Reading to follow steps in directions
Reading to follow sequence of:
    plot development
    character development
    development of argument
Reading to recognize patterns of organization
    enumerative
    time
    contrast
Reading "between the lines"
Reading to make inferences
Reading to visualize
Reading to generalize
Reading figurative language
Reading to feel rhythm
Reading to compare with something known before
Reading to distinguish fact and fiction
Reading to distinguish between fact and opinion
Reading to detect bias and prejudice of author
Reading to forecast events
Reading to draw conclusions
Reading to evaluate
Reading to recognize mood
Reading to judge character

III. VOCABULARY SKILLS

Using picture clues
Using context as an aid to word meaning
Using phonetic skills
Using structural clues
Using configuration clues
Using root word clues
Using dictionary skills
Using prefixes and suffixes

A SUMMARY OF READING SKILLS, continued

IV. SUMMARY OF ORGANIZATIONAL SKILLS

Distinguishing between main ideas and details
Arranging facts or ideas in sequence
Making summaries
    one sentence summaries
    brief paragraph summaries
Reading graphs
Reading charts and tables
Making and reading outlines
Making a report from an outline

V. ORAL READING SKILLS

Using word recognition and vocabulary skills
Using good phrasing to convey correct meaning
Interpreting meaning through emphasis and inflection (expression)
Following punctuation signals
Reading at appropriate speed
Using proper eye contact with audience
Having correct posture before an audience
Acquiring sharp rhythm and timing during choral reading
Reading a play
Reading a radio script

VI. READING FOR DIFFERENT PURPOSES

Skimming for general ideas
Reading table of contents
Reading an index
Reading a glossary
Studying reading
Reading a timetable
Reading a recipe
Reading a card catalog
Reading for a single fact
Adjusting speed to nature of content
Adjusting speed to purpose of reading

TEACHER'S EVALUATION OF HIS OWN TEACHING

Suggested Check List for Evaluating the Teaching of:

I. Reading in Literature and Content Areas

A. Have I insured adequate background for the material by:

1. Checking experiences of the group?
2. Assigning outside reading and research?
3. Showing films or filmstrips?
4. Discussing difficult words and also concepts?
5. Helping pupils recall related experiences?
6. Helping pupils set the purposes for reading the selection?
7. Helping pupils understand how to read for specific purposes?
8. Using the Teacher's Manual for suggestions?

II. Guided Silent Reading

A. Have I provided good instruction by:

1. Allowing pupils to read silently first?
2. Asking for main ideas after the first reading, rather than insisting on details?
3. Recording observed symptoms of reading difficulties, such as squinting, head movement, lip movement, pointing, lack of attention?
4. Offering help to pupils with word recognition problems?
5. Observing how pupils identify difficult words and recording such difficulties for intensive practice later?
6. Checking comprehension after pupils have read silently, using factual, inferential, vocabulary, and summary questions?

III. Word Recognition

A. Do I meet the needs of individual pupils by:

1. Providing practice exercises to reinforce word recognition skills as identified by observation, and as needed for advance lessons?
2. Teaching a variety of ways of attacking and getting the meanings of new words, such as configuration, similarities, context clues, picture clues, phonics, word analysis, and syllabication?
3. Teaching for independence in vocabulary skills?

TEACHER'S EVALUATION OF HIS OWN TEACHING, continued

IV. Rereading - Either Silent or Oral

A. Do I motivate the rereading by setting such purposes as:

1. Concentrating on details to improve comprehension?
2. Aiding retention?
3. Entertaining others by reading rhythmically with good expression?
4. Increasing enjoyment of the story?
5. Locating specific information?
6. Developing critical comprehension?

V. Follow-Up Activities

A. Am I making proper use of time by:

1. Encouraging pupils to follow individual interests for outside reading?
2. Developing improved study habits among my pupils?
3. Utilizing group activities, drills, workbooks, charts, excursions, dramatizations, and creative activities?

READING QUESTIONNAIRE[1] FOR....

The Art Teacher

1. Do you stress the importance of reading carefully to follow directions?
2. Do you help students to build a vocabulary of terms used in art?
3. Do you encourage students to gain new ideas and a greater appreciation of art and artists through reading magazines and books?

The Business Education Teacher

1. Are you using reading test scores and intelligence test scores in spotting poor readers?
2. Are informal tests on text passages used to indicate specific reading difficulties?
3. Are the texts suitable for the reading level of the majority of the students?
4. Have lists of technical words been compiled for building a useful vocabulary?
5. Is instruction given regarding ways to read the texts?
6. Is aid given in helping students to get the meaning of difficult passages in the texts?
7. Are students encouraged to read extensively materials related to the business education field?

The English Teacher

1. Do you use test data to spot students at various reading levels in your classes?
2. Are you grouping students to take care of individual differences in reading?
3. Do you employ a variety of exercises to help students enlarge their vocabularies?
4. Have you stressed the importance of adjusting the speed and the method of reading to the reading purpose?
5. Do you set definite purposes for reading in assignments?

[1]This questionnaire was prepared by subject area teachers working on a school-wide reading improvement program. Secondary Reading Guide. Shorewood, Wisconsin

READING QUESTIONNAIRE[1] FOR ....., continued

The English Teacher, continued

6. Do you provid two- and three-level assignments?

7. Have you shown that directed eye movements and greater concentration can help to improve both rate and comprehension?

8. Do you at times give an entire class practice and instruction in the reading skills that students need?

9. Does your introductory lesson for each literary type show students how to read and interpret that kind of material?

10. Have you helped students to be more intelligent readers of newspapers and magazines?

11. Do you aid pupils to make use of reference aids?

12. Do you make use of records, films, and television to arouse greater interest in reading?

13. Do you allow time for sharing of reading experiences through the oral reading of poems and plays?

14. Have you stimulated students to read library books extensively at both school and home?

The Foreign Language Teacher

1. Do you provide the opportunity for students to read a variety of material?

2. Is comprehension your main goal?

3. Do text readings help to give students sentence structure awareness?

4. Do you suggest appropriate methods and techniques for reading assignments?

5. Do you use informal tests to determine the student's mastery of the text?

6. Do you appraise the texts in the light of success or failure of your students?

7. Do you build vocabularies in a variety of ways?

8. Are graduated degrees of challenge used to get from one plateau of learning to the next one?

9. Do you plan for differentiated assignments?

[1]This questionnaire was prepared by subject area teachers working on a school-wide reading improvement program. Secondary Reading Guide. Shorewood, Wisconsin

READING QUESTIONNAIRE[1] FOR ..... continued

The Home Economics Teacher

1. Do you give your students reading experiences that may be applied at home?
2. Do you make it possible for your students to receive instruction and practice in critical reading of food and clothing advertisements?
3. Do you encourage your students to read newspaper and magazine articles on child care, homemaking, and other related home problems?
4. Do you demonstrate the importance of accurate reading of directions in recipes and patterns?
5. Do you stimulate wide reading to increase the student's general and technical vocabularies?
6. Do you have mastery vocabulary lists in your classes?

The Industrial Arts Teacher

1. Do you give your students practice and instruction in the reading of specific directions?
2. Do you stress the importance of testing comprehension by carrying out directions?
3. Do you help your students to know "the terms of the trade" through vocabulary building?

The Mathematics Teacher

1. Do you make use of reading test data in spotting students that have difficulty in reading mathematical material?
2. Do you select texts that have clear-cut explanations of principles?
3. Are supplementary texts available?
4. Are work periods provided in which instruction is given on how to read explanations, directions, and verbal problems?
5. Do you distinguish clearly between errors in computation and errors in reading?
6. Do you have weaker students read problems aloud to see what difficulties are encountered?
7. Do you provide for individual differences by using two- and three-level assignments?

[1] This questionnaire was prepared by subject area teachers working on a school-wide reading improvement program. Secondary Reading Guide. Shorewood, Wisconsin

READING QUESTIONNAIRE[1] FOR ....., continued

The Mathematics Teacher, continued

8. Do you encourage students to being problems or interesting mathematical data from newspapers, magazines, and television?

9. Do you help students to build a vocabulary of terms used in mathematics?

The Music Teacher

1. Do you help students to build up a vocabulary of musical terms?

2. Do you stress the importance of correct pronunciation in reading the words of songs?

3. Do you ask your students to read about music and musicians?

4. Do you ask your students to report on musical reviews and music news in newspapers and magazines?

5. Do you use choral speaking to improve pronunciation and phrasing in learning the words of songs?

The Physical Education Teacher

1. Do you have students read official rule books to learn the rules and terms of various sports?

2. Do you ask your students to read assigned articles to understand pertinent subjects in health and physical education?

3. Do you arouse interest in reading about sports in newspapers, magazines, and books?

The Science Teacher

1. Do you use reading test data to spot students at various reading levels in your classes?

2. Do you show students the necessity for the careful reading of directions?

3. Do you help students to see cause and effect relationships?

4. Do you encourage students to draw inferences and make generalizations?

5. Have you helped students to enlarge their vocabularies?

[1]This questionnaire was prepared by subject area teachers working on a school-wide reading improvement program. Secondary Reading Guide. Shorewood, Wisconsin

READING QUESTIONNAIRE[1] FOR ....., continued

The Science Teacher, continued

6. Have present-day scientific interests become a part of your science courses and stimulated more extensive recreational reading?

7. Have you given students plenty of practice in precise, analytical reading?

8. Do you allow sufficient time for the study of formulas, charts, and diagrams?

9. Do you motivate reading through problem-solving?

10. Have you selected science books at different difficulty levels?

11. Have you taught students to skim in locating materials?

12. Do you use various procedures to arouse interest in the reading of science materials?

The Social Studies Teacher

1. Do you use reading test data to spot students at various reading levels in your classes?

2. Do you set purposes for reading in social studies assignments?

3. Do you motivate reading through group projects?

4. Have students been led to apply map knowledge to particular problems?

5. Do you use informal texts to find out if students understand their social studies texts?

6. Do you enrich the background and understanding of students by aiding them to appreciate the persons, places, and times portrayed in autobiographies, historical novels, and travel books?

7. Have you helped pupils to locate information?

8. Are students urged to see cause and effect relationships in reading social studies material?

9. Are students encouraged to distinguish fact from opinion in reading historical documents, newspapers, and magazines?

10. Have students been taught to read newspapers intelligently by withholding judgment until they have examined all sides of questions, and by avoiding premature generalizations and those not based on facts?

11. Is interest being aroused in real life problems?

12. Have assignments been differentiated to meet the needs of students at various reading levels?

[1]This questionnaire was prepared by subject area teachers working on a school-wide reading improvement program. Secondary Reading Guide. Shorewood, Wisconsin

READING QUESTIONNAIRE[1] FOR ....., continued

The Social Studies Teacher, continued

13. Have students been stimulated to appraise authors and to determine which authors are best qualified?

14. Do you help students to enlarge their vocabularies?

15. Do you encourage wide reading through the use of supplementary texts and reading lists?

16. Do you build background before expecting pupils to read?

17. Do you emphasize understanding and concepts instead of merely reproduction of material?

[1]This questionnaire was prepared by subject area teachers working on a school-wide reading improvement program. Secondary Reading Guide. Shorewood, Wisconsin

THE ROMANTIC PERIOD[1]

RELATING LITERATURE TO LIFE

REFERENCE: Inglis and Spear. Adventures in English Literature, pp. 393-425 New York: Harcourt, Brace and Co., 1958.

SKILLS IN READING

1. Reading poetry critically.
2. Understanding and appreciating the figurative language of poetry.
3. Understanding and appreciation of the authors and their philosophies as shown in their writings.
4. Understanding the background of the period.
5. Study questions after each poet and the vocabulary studies.

ACTIVITIES

1. Lecture notes
2. Class notes
3. Background material, pp. 348-356

    a. What does Romanticism mean?
    b. What are the ideas expressed by the romanticists?
    c. Historical changes, pp. 352-355.
    d. The growth of the English language, p. 370.

4. Be responsible for knowing the writings of the following:

    a. Wordsworth
    b. Coleridge
    c. Shelley
    d. Keats
    e. Byron
    f. Scott
    g. Lamb

5. Plan of study for poem

    a. Read the poem carefully.
    b. What does the poem say to you?
    c. How is the philosophy of the poet shown in his writings?
    d. Find lines to illustrate his characteristics.

6. Compositions (Choose one)

    a. Write a composition that has required research on a Romantic poet.
    b. Find passages that illustrate certain characteristics of the poets studied.

[1]This unit was prepared by a Gary teacher and has been used with a twelfth-grade class (regular).

THE ROMANTIC PERIOD - RELATING LITERATURE TO LIFE, continued

(1) Wordsworth - simple language and a feeling for nature
(2) Coleridge - alliteration and an interest in the sea
(3) Scott - ballad-like rhythm and patriotic spirit
(4) Byron - spirit and freedom of the sea
(5) Shelley - lyrical language and love of nature
(6) Keats - imaginative power and love of beauty

7. Vocabulary for understanding poetry

8. Memory work (40 lines)

9. Tests and Evaluations

10. Select an English novel to be read this grade period.

THE ROMANIC PERIOD, Continued

VOCABULARY

From your reading of poetry find illustrations of the following:

1. Imagery: _____

_____

2. Meter: _____

_____

3. Alliteration: _____

_____

4. Metaphor: _____

_____

5. Simile: _____

_____

6. Rhyme Scheme: _____

_____

7. Onomatopoeia: _____

_____

8. Paradox: _____

_____

9. Epigram: _____

_____

10. Elegy: _____

_____

11. Ode: _____

_____

12. Sonnet: _____

_____

13. Apostrophe: _____

_____

14. Assonance: _____

_____

THE AGE OF REASON[1]

EIGHTEENTH CENTURY ENGLAND

REFERENCE: Inglis and Spear. Adventures in English Literature, pp. 260-342.

READING AND APPRECIATION SKILLS TO DEVELOP

1. Critical and evaluative reading
2. Understanding satire in prose and poetry
3. The essay as a type of literature
4. Understanding the difference between classicism and romanticism.
5. To be able to use the stream of ideas of this period in written compositions

PLAN OF STUDY

1. Historical and social background
2. Writers and their literature

    a. Alexander Pope
    b. Jonathan Swift
    c. Daniel Defoe
    d. Joseph Addison and Richard Steele
    e. Samuel Johnson and James Boswell
    f. Oliver Goldsmith
    g. Thomas Gray
    h. Robert Burns

3. Growth of the English Language, p. 280
4. Vocabulary

CLASS ACTIVITIES (DAILY WORK)

1. Make a sentence outline of the historical and social background, pp. 260-270
2. Class discussion of the selections:

    a. Know who the writer is, whom he has known, how he has lived, and with what authority he writes
    b. Study questions at the close
    c. Power of words at the close of each selection
    d. Keep this vocabulary up-to-date

3. Lecture notes
4. Written work based on class reading

[1] This unit was prepared by a Gary teacher and has been used with a twelfth-grade class (regular).

ADDITIONAL PROJECTS

1. Write a 300-500 word composition based on one of the following suggestions: (Use at least two references and attach a bibliography.)

   a. Coffee-House London
   b. The Circle of Samuel Johnson
   c. Using one of the eighteenth-century satirists as a model, write a satirical essay. Many aspects of modern life lend themselves to satire: fashions, high-pressure advertising, sports, etc. (Artistic students might like to illustrate with satirical cartoons.)
   d. The Early Journalists
   e. Choose a book from the Reading List, pp. 341-342.

CONTEXT CLUES IN READING[1]

The meaning of a word or phrase is sometimes determined by the words used with it in the same sentence or paragraph. This is context which helps to explain the meaning or significance of a word or phrase.

The use of context as an aid to word meaning begins in the primary grades and remains basic to all reading. Pupils need to understand the connotation (suggested meaning) as well as the denotation (actual or explicit meaning) to get genuine pleasure and understanding from reading.

The statement, that if a child reads widely he will automatically increase his vocabulary, assumes that:

1. The words surrounding the unknown word contain a clue.
2. The pupil reading new material recognizes the clue and adds the new word with its suggested meaning to his vocabulary.

The above assumption is incorrect in may instances, for:

1. The meanings of strange words are not always revealed through the surrounding words.
2. The reader does not always recognize clues when they are present.
3. The reader often neglects to look the word up in the dictionary and passes over the strange word.

Often pupils are merely told to guess, but there is a variety of things to observe in unlocking meaning through context clues. We must see that pupils are given intelligent direction with regard to context analysis.

A word like fall, with forty different meanings, is easily defined if the sentence is about red and yellow leaves. Pupils should be taught to use dictionaries to check guesses at the meanings of unfamiliar words.

Pupils must be taught that there is a wide variety of things to observe in unlocking meaning through context clues. They must be given directed lessons to provide practice in context analysis.

[1]"Context Clues in Reading." The Teacher's Reference Book - Vocabulary Skills, Part I, Gary, Indiana: Gary Public Schools, 1961.

CONTEXT CLUES IN READING, continued

The material itself may contain the following types of context clues that explain the new terms:

1. Definitions are the most obvious context clues and may often be located by the words means or is. For example:

   A dolphin is a mammal that spends its entire life in water. Crustacean means crusted animals and they have stiff outer coverings.

2. Restatements may use different words to say the same thing. To call attention to such restatements, use may be made of such signal words as or, in other words, that is to say, or that is. For example:

   Every insect has two feelers, or antennae, on its head.

3. Experience may relate the new word to a familiar word in the sentence. For example:

   In Tokyo we saw men pulling passengers in rickshaws.
   The fire in the fireplace illuminated the dark room.

4. Comparison or Contrast may liken or contrast the unknown with something known. For example:

   Eskimos have slanting eyes like those of the Chinese.

   Contrast or opposites may often be identified by such signal words as but, on the contrary, unlike, in contrast, relief (when used to mean "stood out from the rest "), and once. For example:

   John's quietness was in sharp contrast to Jim's volubility.

5. Symposium for the unknown word may be provided. The structure of the sentence is such that, where we would expect the synonym to be repeated, the author gives us the unknown word. For example:

   When Jim heard the good news he was elated. He was glad his uncle was coming to visit.

   The word "glad" stands in the same relative position as the unfamiliar word "elated."

6. Familiar Expression or Language Experience clues require knowledge of common language patterns and of everyday expressions. In this case, however, a strange word is substituted for one of the familiar ones.

   No matter what word is substituted, the meaning will be clear. For example:

   I don't dig you. Don't be a square.

7. Summary of the various ideas in the material may provide clues to the unknown word. One sentence may not be enough, but as the story develops, the meaning of the unknown word may emerge. For example:

   Being an itinerate preacher, my grandfather travelled through all parts of the state.

8. Reflection of a Mood or Situation may provide a situation or establish a mood or tone that is reflected by the unknown word. For example:

   The day was dull with black clouds overhead. This dreary landscape cast a spell of melancholy over him.

The teacher herself must become adept in recognizing different clues in order to provide guidance for pupils. An example of each type of clue might be selected from class materials and combined into a test to see what help pupils need. The teacher, while reading a story, may stop at a point to have the pupils infer the next word by using context clues.

When pupils meet hard words in their lessons, they can bring them in context to class for discussion and tell what part of the sentence helped them infer the meaning. Another good way is to have the pupils plant clues in their own stories and conversations. If, when a child guesses the meaning of a word, he is asked to define it, he naturally uses the context clue and is thus helped to discover what the clue is.

Witty and Grotberg in Developing Your Vocabulary, p. 39, suggest these four techniques for applying clues to learning new words from context:

1. Look for definitions and examples.
2. Look for familiar key words.
3. Look for an opposite word.
4. Follow the logic of the passage.

GETTING MEANING FROM CONTEXT - I

Read each of the following sentences carefully to understand the meaning of the underlined word. Among the four words or expressions below the sentence, find one that means nearly the same as the underlined word and draw a ring around it.

1. They <u>tethered</u> the pigs so they would not wander away.

   branded put in a pen fastened with a rope watched

2. When the rest of the party went in search of food, water, and shelter, Kit said, "I, too, will search for <u>provender</u>."

   a safe place s stream of fresh water wild game provisions

3. Kit had to <u>wedge</u> himself into the bow of the loaded boat.

   jump help stand crowd

4. There was a story that sea monsters <u>lurked</u> near the islands.

   could not live were hunted lay in hiding hibernated

5. The family anxiously watched the <u>heaving</u> sea.

   glistening blue rising and falling vanishing

6. The sun, previously a red blur above the <u>horizon</u>, had disappeared entirely now.

   skyline clouds road bridge

7. During the next hours, the men worked desperately to <u>extinguish</u> the forest fire.

   gather watch put out wear

8. He <u>annoyed</u> people several times with his trick, until finally they became angry.

   pleased helped bothered learned

9. The boy was <u>concerned</u> because his sheep were in danger.

   pleased listed voted worried

10. The polite young girl is a model of <u>decorum</u> in class.

    related proper behavior hope usual

CONTEXT CLUES IN READING, continued

Not all of these techniques work equally well with different contexts. Even in a short passage you would probably need to vary the techniques, using the ones that fit the context.

Pupils should develop the habit of using dictionaries to check their inferences and get additional meanings for unfamiliar words.

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Witty, Paul, and Grotberg, Developing Your Vocabulary. Chicago: Science Research Associates, 1960.

GETTING MEANING FROM CONTEXT - II

Read the following paragraph. Then reread it with special attention to the words that are underlined.

> William Penn declared that the indictment was not legal. He shouted a challenge from behind the paling until the recorder ordered him removed to the hole. There he and the other prisoners were huddled together in quarters of intolerable filth; obviously this was a method of punishment. For several hours the jury deliberated. Penn and his companion became increasingly indignant at the arrogant judges who threatened the jury because they brought in a verdict of "not guilty."

Below are definitions for eight of the underlined words in the selection above. Copy the correct word beside its definition in the space provided.

1. lawful _____
2. plainly; evidently _____
3. proud; haughty _____
4. fence, railing _____
5. angry because of mistreatment _____
6. decision; opinion _____
7. gave careful thought to _____
8. insufferable; not to be endured _____

On the lines below, write the words you did not use and beside each write what you think it means. Use synonyms if possible.

Words	Meanings
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Use your dictionary now to check your answers. Correct your errors. How many words did you have to correct? _____

Russell, David H. Wordbook, to accompany Doorways to Discovery. Teachers Edition Boston, Massachusetts: Ginn and Company, 1956.

[1]KEY TO 100,000 WORDS

	PREFIX	ITS OTHER SPELLINGS	ITS MEANING	MASTER WORDS	ROOT	ITS OTHER SPELLINGS	ITS MEANING
1.	DE-	-	Down or Away	DETAIN	Tain	Ten, Tin	To have or Hold
2.	INTER-	-	Between	INTERMITTENT	Mitt	Miss, Mis, Mit	To send
3.	PRE-	-	Before	PRECEPT	Cept	Cap, Capt, Ceiv, Ceit, Cip	To take or Seize
4.	OB-	Oc-Of-Op	To, Toward, Against	OFFER	Fer	Lat, Lay	To Bear or Carry
5.	IN-	Il-Im-Ir	Into	INSIST	Sist	Sta	To Stand, Endure, or Persist
6.	MONO-	-	One or Alone	MONOGRAPH	Graph	-	To Write
7.	EPI-	-	Over, Upon, or Beside	EPILOGUE	Log	Ology	Speech or Science
8.	AD-	A-Ac-Ag-Al-An-Ap-Ar-As-At-	To or Toward	ASPECT	Spect	Spec, Spi, Spy	To Look
9.	UN-	-	Not	UNCOMPLICATED	Plic	Play, Plex, Play, Ply	To Fold, Bend, Twist, or Interweave
	COM-	Co-Col-Con-Cor	With or Together				
10.	NON-	-	Not	NONEXTENDED	Tend	Tens, Tent	To Stretch
	EX-	E-Ef	Out or Formerly				
11.	RE-	-	Back or Again	REPRODUCTION	Duct	Duc, Duit, Duk	To Lead, Make, Shape or Fashion
	PRO-	-	Forward or In Favor of				
12.	IN-	Il-Im-Ir	Not	INDISPOSED	Pos	Pound, Pan Post	To Put or Place
	DIS-	Di-Dif	Apart from				
13.	OVER-	-	Above	OVERSUFFICIENT	Fic	Fac, Fact, Fash, Feat	To Make or Do
	SUB -	Suc-Suf-Sug Sup-Sur-Sus	Under				
14.	MIS -	-	Wrong or Wrongly	MISTRANSCRIBE	Scribe	Scrip, Scriv	To Write
	TRANS-	Tra-Tran	Across or Beyond				

[1]Original source unknown.

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The English Journal. 508 South Sixth Street, Champaign, Illinois. $4.00 per year.

The Reading Teacher. Box 119, Newark, Delaware 19711 $4.00 per year.

[1]An Inexpensive Science Library. A selected list of paperbound books about mathematics, science and specific areas in each subject.

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RECOMMENDED MATERIALS FOR PUPILS READING BELOW GRADE LEVEL

These materials for reluctant and retarded readers were prepared with the interests and the needs of teen-agers in mind. The English department chairman in each building has copies of these texts and workbooks for examination. The listed instructional material is included in the Reguisition Guide, which also has listed the recommended texts at all grade levels from 7 through 12.

I. Texts:

A. American Book Company

Grade 7 - Reading with Purpose. Reading Level 4-7	$3.80
Teacher's Guide	1.00
Grade 8 - Reading for Significance. Reading Level 4-8	3.96
Teacher's Guide	1.00
Grade 9 - High School Reading, Book I. Reading Level 5-9	4.48
Grade 10- High School Reading, Book II. Reading Level 6-10	4.60
Teacher's Guides for Books I and II	1.20

B. D. C. Heath and Company

Teen-Age Tales	
Grade 7 - Book A - Reading Level 3	$1.92
Grade 7 - Book I - Reading Level 5-6	1.92
Grade 7 - Book II - Reading Level 5-6	1.92
Grade 8 - Book B - Reading Level 3	1.92
Grade 8 - Book III - Reading Level 5-6	1.92
Grade 8 - Book IV - Reading Level 5-6	1.92
Grade 9 - Book V - Reading Level 5-6	1.92
Grade 10 - Book VI - Reading Level 5-6	1.92
Teacher's Manual for each of the above	Free

C. Globe Book Company

Grade 11 - Stories for Teen-Agers, Book I. Reading Level 5-6	$2.64
Grade 12 - Stories for Teen-Agers, Book II. Reading Level 5-6	2.64
Class order of 10 or more of the above books	1.98

D. Harcourt, Brace and World, Inc.

Grade 7 - Adventures for You. Reading Level 4-7	$3.94
Grade 8 - Adventures Ahead. Reading Level 4-8	3.94
Grade 9 - Adventures for Today. Reading Level 5-9	3.94
Teacher's Manuals	Free

E. Scott, Foresman and Company

Grade 9 - Vangard. (Anthology and Handbook)	$4.48
Tactics. (A box of 102 exercises for intensive help in reading skills.)	56.00
Teacher's Manual with orders	Free

RECOMMENDED MATERIALS FOR PUPILS READING BELOW GRADE LEVEL, continued

II. Text-Workbooks:

A. Laidlaw Brothers

Grade 7 - Developing Reading Skills, Book A. Reading Level 4-5	$.36
Grade 8 - Developing Reading Skills, Book B. Reading Level 5-6	.36
Grade 9 - Developing Reading Skills, Book C. Reading Level 6-7	.36
Key	Free

B. J.B. Lippincott Company

Grade 7 - Reading for Meaning.	Books 4 and/or 5	$.88
Grade 8 - Reading for Meaning.	Books 6 and/or 7	.88
Grade 9 - Reading for Meaning.	Book 8	.88
Grade 10- Reading for Meaning.	Books 9 and/or 10	.88
Grade 11- Reading for Meaning.	Book 11	.88
Grade 12- Reading for Meaning.	Book 12	.88

C. Reader's Digest Services, Inc.

Grade 7 - Reader's Digest Reading Skill Builder, Part I	
For second-grade reading level	$.51
For third-grade reading level	.51
For fourth-grade reading level	.51
For fifth-grade reading level	.51
For sixth-grade reading level	.51
Grade 8 - Reader's Digest Reading Skill Builder, Part II	
For second-grade reading level	$.51
For third-grade reading level	.51
For fourth-grade reading level	.51
For fifth-grade reading level	.51
For sixth-grade reading level	.51
Grade 9 - Reader's Digest Reading Skill Builder, Book I	$.60
Grade 10- Reader's Digest Reading Skill Builder, Book II	.60
Grade 11- Reader's Digest Reading Skill Builder, Book III	.60
Grade 12- Reader's Digest Reading Skill Builder, Book IV	.60

D. The Steck Company

Grade 7 - New Journeys in Reading. Reading Level 5	$.51
Grade 8 - New Adventures in Reading. Reading Level 6	.51
Grade 9 - New Progress in Reading. Reading Level 7	.51
Grade 10- Mastery in Reading. Reading Level 8	.51

III. Reading Laboratories:

A. Science Research Associates

Grades 7-9 - SRA Reading Laboratory IIIA	Reading Levels 3-12	$49.50
Grades 10-12 - SRA Reading Laboratory IVA	Reading Levels 8-14	54.50
Pupil's Record Books (Specify form desired, IIIA or IVA)	each	.41

A CHECK LIST

for Evaluating the English Program
in the Junior and Senior High School

Prepared by the Commission on the Curriculum of the
National Council of Teachers of English

Reading

1. Is instruction in reading and study skills an integral part of the curriculum in all subjects?

2. Does the program give attention to improvement of vocabulary and of techniques of word recognition?

   a. Are needed concepts and word meanings developed through pre-reading experiences?
   b. When necessary, is the pupil given help in developing his basic sight vocabulary?
   c. Are all techniques of word recognition--phonetic analysis, structural analysis, use of context clues--given attention?
   d. Does the vocabulary-building program emphasize the development of skills of word attack and the relation of meaning to the pupils' backgrounds of experience in order to avoid mere verbalization?

3. Does the program aid students in improving the various skills necessary for comprehension in reading, e.g., reading to follow directions; reading for details; reading for main points or ideas; reading to select data bearing on a question or problem; reading to determine relationships; reading to organize; reading to evaluate or criticize; reading to compare or contrast; reading for implied meanings; reading to form sensory impressions; reading maps, graphs, charts, tables, etc.; and skimming?

4. Is the school library adequate to support the reading program?

   a. Does the library meet the standards of the American Library Association?
   b. Do teachers and librarians plan cooperatively for pupil instruction in the use of the library?

5. Is there available for each classroom an abundant supply of reading materials of interest to students and appropriate for a wide range of reading achievement levels?

   a. Do teachers assign reading materials appropriate to the achievement, interest, and maturity of the individual pupil?
   b. Are pupils encouraged to broaden their reading tastes from one type of book to another type, from one field of interest to another field, and from one level of maturity to a higher level?
   c. Does the program build a habit of out-of-school, non-assigned reading for additional learning and for pleasure?
   d. Are magazines and newspapers an important reference for class assignments? Do pupils understand the role of periodicals in our society? Do pupils know how to read them efficiently and critically?